

Utdanningsutvalget

Dato: 20.02.2020 09:00

Sted: Møterom MØ511-MerinoHR

Notat:

Eventuelle forfall meldes sekretæren på mobil evt.
på e-post .
Varamedlemmer skal ikke møte uten særskilt innkalling.

<Sted> 24.02.2020

For leder i Utdanningsutvalget, Linda Nøstbakken

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GODKJENNING AV PROTOKOLL 4/19 OG SAKSLISTE 1/20

Saksbehandler Merete Ræstad
Arkivreferanse 17/03138-23

Utvalg
Utdanningsutvalget

Møtedato
20.02.2020

Utvalgsnr

Forslag til vedtak:

Utdanningsutvalget godkjenner møteprotokoll 4/19 og saksliste 1/20

FORSLAG TIL ENDRINGER I MØA

Saksbehandler Kjetil Larssen
Arkivreferanse 19/03178-1

Utvalg	Møtedato	Utvalgsnr
Utdanningsutvalget	20.02.2020	2/20

Forslag til vedtak:

Utdanningsutvalgets anbefaling utformes i møtet

Bakgrunn:

Våren 2019 leverte det såkalte MØA-utvalget sin rapport om mulige endringer i Masterstudiet i økonomi og administrasjon. Med utgangspunkt i den prosessen og påfølgende diskusjon i Utdanningsutvalget leverte programleder Endre Bjørndal sine forslag til endringer til rektoratet. Disse endringene ble så sendt på høring ved institusjonen.

Høringsinstanser var alle institutt, alle profilkoordinatorer, programleder BØA og MRR, Forskningsadministrativ avdeling, NHH Executive, Studieadministrativ avdeling og NHHS ved kjernestyret. Det ble mottatt til sammen 13 høringsuttalelser.

I etterkant av denne runden ble noen av forslagene vedtatt, da de etter høringsrunden ikke kunne sies å være kontroversielle eller kom som naturlig oppfølging av vedtak som allerede var gjort i styret.

Vedtaket som allerede er fattet av prorektor for utdanning som oppfølging av arbeidet med MØA-rapporten er:

- Åpne profilene BUS *Økonomisk styring* og ECO *Økonomisk analyse* for internasjonale søkere fra og med høsten 2020. Vedtaket følger av vedtatt språkpolitikk.
- Å ikke ta opp flere studenter til profilen INB International Business og å fase ut profilen etter hvert som allerede eksisterende studenter avslutter sin grad. Avgjørelsen hviler på manglende rekrutteringsgrunnlag over tid og tilbakemeldinger i høringsrunden.

Ikke alle anbefalinger i rapportene krever vedtak i bestemmende organ, og flere av forslagene som er kommet opp har allerede blitt diskutert og delvis eller helt implementert etter diskusjoner mellom programleder, referansegrupper og profilkoordinatorer.

Nedenfor er en oversikt over de tiltak som er behandlet i MØA-rapporten og i programleders rapport med anbefaling og status.

Tematikk fra MØA-rapport	Programleders anbefaling	Status
Legge ned INB	Støtter nedleggelse	Vedtatt og implementert
Videreføre ECO	Støtter videreføring m/endringer	Vedtatt og implementert
Alle profiler åpne for internasjonalt opptak	Følger av allerede vedtatt språkpolitikk	Vedtatt og implementert
Profilenes referansegrupper	Alle profilene ved NHH skal ha referansegrupper med medlemmer fra alle institutt involvert i profilen. Alle referansegrupper utvides eksternt medlem og studentmedlem. De eksterne medlemmene erstatter det eksterne medlemmet i referansegruppen i MØA.	Vedtatt og implementert
Progresjon i MØA	Det skal være mulig for alle studenter som starter om høsten å gjennomføre anbefalt progresjon, inkludert internasjonale studenter med behov for å ta obligatoriske emner på engelsk.	Implementeres
Revisjon av BUS	Anbefaler at BUS, som andre profiler, utvikles for å gjøre studenter i stand til å treffe gode valg.	Implementeres
Mer obligatorikk i profiler	Foreslår at hovedprofiler bør inneholde minimum 22,5 ECTS obligatoriske emner. Noe av dette felles for alle i profil uavhengig av «track». Åpnes for unntak der nødvendig.	Implementeres
Endringer i NBD	Gjør NBD til del av MBM eller STR om ikke oppslutningen bedres over tid.	Diskuteres i SOL-miljøet sammen med programleder
CEMS som egen hovedprofil	Anbefales ikke, blant annet etter innspill fra CEMS sentralt	Fremmes ikke
Hovedprofiler må tas ved NHH	Foreslår at gjeldene praksis videreføres.	Fremmes ikke
Fjerne støtteprofiler	Fjerne støtteprofiler og erstatte med krav om 22,5 ECTS utenfor hovedprofil.	Behandles
Krav før veileder	Anfører at forslaget vil ha positiv effekt på kandidatkvalitet, men har	Behandles

	noe komplisert implementering. Kan ikke gjelde CEMS-studenter.	
Nedleggelse RDT	Vurder nedleggelse av Research Distinction Track	Behandles
Sub-tracks	Profiler som ønsker skal kunne ha formelle subtracks	Krever utredning
MØA og separate MSc	Fokuser på siviløkonomprogrammet. Ønsker ikke å gå videre med eksempelvis master i finans eller samfunnsøkonomi	Krever utredning

Fjerne krav om støtteprofiler i MØA

Programleder foreslår å fjerne kravet om støtteprofil i MØA, da dette anses å øke fleksibiliteten uten signifikante negative konsekvenser. Kravet vil bli erstattet med et krav om minst 22,5 studiepoeng utenfor hovedprofil. Det foreslås videre å beholde mulighet for å få støtteprofiler med «label». Disse bør da bestå av et kurerert utvalg kurs – både obligatoriske og enkelte valgemner.

Per i dag er støtteprofil et krav i Mastergraden i økonomi og administrasjon, men ikke for studenter tatt opp gjennom det internasjonale opptaket. Bakgrunnen for dette er at kravet til faglig bredde følger av de nasjonale kravene til *siviløkonom*-tittelen satt av UHR-ØA. Det internasjonale opptaket har fagkrav som gjør at studentene bare unntaksvis kvalifiserer for denne tittelen uansett.

Et krav om å avlegge minimum 22,5 studiepoeng utenfor hovedprofil vil fortsatt dekke kravene til siviløkonomtittelen.

Høringsuttalelsene

Både Finans og Foretak støtter forslaget om å fjerne støtteprofiler. Ingen andre institutt kommenterer forslaget. CEMS Academic Director understreker viktigheten av at det tydelig kommer frem at studentene har gjennomført CEMS som del av sine NHH-studier. Både seksjon for utdanningskvalitet og seksjon for internasjonale relasjoner støtter forslaget.

Seksjon for utdanningskvalitet er sterkt imot forslaget om valgfri *labeling*, og viser til at man ved å fjerne støtteprofiler sier at det ikke er viktig at studentene har en helhetlig *minor*. Samtidig skaper man ved å si at man *kan* få en *label* mer manuelt arbeid som vanskeliggjør automatisering og forenkling. Dette medfører også at det vil ta lenger tid før studentene får vitnemålet sitt.

Det antas at programleders forslag inkluderer det opprinnelige forslaget fra MØA-utvalget om at program som Innovation School, Gründerskolen, CEMS, etc vil kunne være «emnepakker» som fremkommer på vitnemålet.

Prosess

Å omgjøre kravet til støtteprofil krever endring av studieplanen for masterstudiet i økonomi og administrasjon. Denne vedtaksmyndigheten er delegert til prorektor for utdanning.

Utdanningsutvalget bes diskutere hvorvidt det er ønskelig å kutte kravet om støtteprofil.

Krav om fullførte obligatoriske elementer i profil før veileder kan tildeles

Forslaget fra MØA-utvalget hadde følgende ordlyd:

Students should, as a minimum, have completed the mandatory requirements in their major before they write their thesis. It is convenient to check this requirement when students apply for a supervisor, and we propose that supervisors should only be allocated to students that have completed their mandatory requirements. Since application deadline for supervision is October 15 and March 15, it will be sufficient that students have registered in their mandatory courses before they submit their application. By supplying information about mandatory courses, including methodology courses, to the committee that allocates supervisors, the

committee will have a better basis for matching students with suitable supervisors, and this will in itself have a positive impact on the quality of the thesis work.

Programleder anfører at tiltaket ville ha en positiv effekt på kandidatkvalitet, men konkluderer med at en ikke vil kunne basere seg på fullførte obligatoriske kurs på grunn av tidspunktet. Mange studenter skriver oppgave i tredje semester, og de vil ikke være ferdig med kurs innen søknadsfristen for veileder. En mulighet kan være å kun tildele veileder der en finner at planen for gjennomføring av de obligatoriske kravene virker gjennomførbar.

Høringsuttalelsene

Foretak er eneste institutt som kommenterer forslaget. De er enige med programleder i at det er et komplisert forslag og er usikre på om det er nødvendig med tiltak i denne retning. De har ikke observert at det er et stort problem per i dag og anbefaler derfor å ikke innføre byråkratiske rutiner. CEMS Academic Director understreker viktigheten av at CEMS-studentene kan begynne tidlig på oppgaven, og at de dermed trenger tildeling av veileder tidlig.

Seksjon for internasjonale relasjoner påpeker at den enkleste måten å løse utfordringen vil være å ikke tillate studenter å skrive oppgaven i tredje semester. Da vil alle studenter ha to semester på å fullføre obligatorisk innhold, og dokumentasjonen vil være klar i god tid før søknad om veileder skal være inne. Seksjon for utdanningskvalitet er usikre på størrelsen på problemet og anbefaler nærmere undersøkelser før man innfører arbeidskrevende tiltak. NHHS kommenterer ikke forslaget.

Prosess

Å fastsette en slik betingelse til studieprogresjon krever endring av studieplanen for masterstudiet i økonomi og administrasjon. Denne vedtaksmyndigheten er delegert til prorektor for utdanning.

Utdanningsutvalget bes diskutere mulighetene for å stramme inn på muligheten for tildeling av veileder før hele eller deler av de obligatoriske kravene i hovedprofilen er fullført.

Vurdere nedleggelse av Research Distinction Track (RDT)

Research Distinction Track ble innført fra høsten 2014 etter flere runder med utredning. Målet var å gi studenter en mulighet til å komme tettere på forskningen, og å skape en måte for studenter som velger et ekstra krevende løp en annerkjennelse for dette. Løpet ble gjort åpent for alle, men kriteriene ble satt såpass krevende at man så for seg at 30-45 studenter ville fullføre hvert år. De første kandidatene ble ferdig våren 2016, og kandidatene fikk sammen med vitnemålet et brev fra dekanen som markerte at studentene hadde fullført RDT.

RDT har hatt liten tilslutning fra studentene, og det har ved flere anledninger vært vurdert å legge ned ordningen, da den ikke har ført til den koblingen mellom instituttene og gode studenter med potensiale for stipendiatstilling en så for seg i utgangspunktet. Etterhvert som de ulike forskningssentrene ved NHH vokste frem fant instituttene også andre måter å identifisere, koble seg på og holde kommunikasjonen med gode studenter. Administrasjonens dialog med instituttene tilsier at det er her instituttene ønsker å legge inn ressurser for å følge opp potensielle stipendiater.

Programleder foreslår i sin anbefaling å videreføre ECO-profilen med visse krav til utvikling og åpning for internasjonalt opptak, og at man samtidig vurderer å legge ned Research Distinction Track. ECO-profilen er allerede besluttet opprettholdt i forbindelse med at profilen ble åpnet for internasjonale studenter, og endringer diskuteres med profilkoordinator og referansegruppe i de ordinære utviklingsprosessene.

Høringsuttalelsene

Høringsuttalelsene omtaler i liten grad research distinction track. Prorektor for forskning støtter i sin høringsuttalelse at man *enten* beholder ECO *eller* beholder RDT. Seksjon for utdanningskvalitet støtter programleders forslag. Det er ingen sterke stemmer for å beholde RDT.

Prosess

RDT ble i sin tid opprettet av PMU etter et støttende vedtak til konseptet i styret. Det faller innenfor prorektor for utdannings fullmakt å vedta en eventuell nedleggelse av Research Distinction Track. Det må i så tilfelle vedtas en form for utfasing av studenter i programmet.

Andre forslag

Bruk av sub-tracks i hovedprofiler

Programleder foreslår at hovedprofilene skal kunne ha *sub-tracks* for å kommunisere ulike spesialiseringer innen hovedprofilen. Disse kan ha formalkrav, men det er viktig at de skal kunne fullføres i løpet av ett år, slik at de kan kombineres med utveksling. Hovedprofiler med formelle krav skal kunne la tittelen fremkomme på studentenes karakterutskrifter.

Høringsuttalelser

Finans støtter forslaget for å kunne la studenter skreddersy profilene etter egne ønsker, for å legge til rette for progresjon, og for å bedre kunne signalisere ekspertise til arbeidsgivere. Institutt for foretaksøkonomi er imot forslaget fordi arbeidsgiver allerede ser hvilke kurs studentene har tatt, og at et tre-nivås vitnemål er unødvendig arbeidskrevende.

Seksjon for utdanningskvalitet er negative til forslaget begrunnet i vanskeligheter med å implementere uten å gjøre store jobber som vitnemålsproduksjon mer manuell enn i dag. I og med at FS vil måtte bygges opp med emnestrukturen i alle tracks vil det kreve tidligere låsing av emnestrukturer i profilene, og tidligere frister for levering av emnetilbud og mindre muligheter for tilpassing på et senere tidspunkt. Seksjonen støtter anbefalte løp eller emnepakker.

NHHS ser verdien av valgfrihet ved valg av emner, men også i at det lages anbefalte pakker. De støtter bruk av anbefalte spesialiseringer innen profilene heller enn påkrevde spesialiseringer.

Fremtidig prosess

Ettersom forslaget vil medføre til dels store behov for endring i årshjul for fastsettelse av undervisningstilbud, låsing av emnevalg i tracks på et tidlig tidspunkt og mindre mulighet for tilpassing i ettertid, anses det formålstjenlig å utrede punktet nærmere dersom det anses aktuelt å gå videre med forslaget.

Utdanningsutvalget bes diskutere hvorvidt det bør prioriteres å bruke ressurser på en slik utredning.

Behold MØA og fokuser på å utvikle siviløkonom-programmet best mulig

Programleder foreslår å ikke utvikle separate masterprogram i tillegg til MØA og siviløkonomprogrammet, men å fokusere på å gjøre dette best mulig.

Høringsuttalelsene

Institutt for finans er uenig i forslaget, og argumenterer for opprettelsen av en egen MSc in Finance som skal eksistere parallelt med MØA, og hvor finansprofilen i MØA fortsetter å være det viktigste programmet for instituttet. Foretak er enig med programleders forslag og viser til at MØA er en stor suksess. SAM omtaler ikke forslaget i sitt høringssvar.

Seksjon for utdanningskvalitet støtter programleders forslag.

NHHS sier seg enig i programleders forslag, og viser til at fleksibiliteten i MØA er et viktig element i dens popularitet. Denne fleksibiliteten fryktes mistet ved opprettelse av spesialiserte mastergrader.

Fremtidig prosess

Ettersom dette er et stadig tilbakevendende tema med sterke oppfatninger ønsker prorektor for utdanning å nedsette et bredt utvalg for å vurdere hvordan en slik MSc in Finance kunne bygges opp og se ut. Dette følges opp våren 2020.

The MScEBA (MØA) programme at NHH – suggestions for structural improvements

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1 Mandate and process

The committee's mandate was given by the Vice Rector for Academic Affairs, following the meeting of the Academic Committee on March 9, 2018:

«Det settes i gang et arbeid med å evaluere oppbygning og struktur på masterprogrammet i økonomi og administrasjon. Arbeidet ledes av programleder Endre Bjørndal (MØA) som sammen med en arbeidsgruppe, utnevnt av Bjørndal i samråd med prorektor for utdanning, skal fremme forslag til tiltak for å heve kvaliteten i programmet. Disse forslagene vil legges fram for Utdanningsutvalget for diskusjon i løpet av høsten 2018. Evalueringen skal blant annet vurdere aspekter knyttet til faglig progresjon.»

The programme leader chose the following members for the committee, after consultation with the vice rector:

- Endre Bjørndal, MScEBA Programme Leader
- Gernot Doppelhofer, Department of Economics
- Kirsten Foss, Department of Strategy and Management
- Finn Kinserdal, Department of Accounting, Auditing, and Law
- Jøril Mæland, Department of Finance
- Leif Sandal, Department of Business and Management Science

- Johanne Vaagland, Office of Academic Affairs (until 31/12-2018)
- Kjetil Sudmann-Larssen, Office of Academic Affairs, Section for Quality Assurance
- Gunnhild Solemdal, MScEBA student (replaced by Raymond Læg Reid from 1/1-2019)

The committee started its work in June of 2018 and has held 5 meetings. In addition, the programme leader has held meetings with some of the profile coordinators and heads of departments. The final report was submitted to the Vice Rector on February 12, 2019.

2 Restrictions and objectives

2.2 The siviløkonom title

Siviløkonom is a protected title. The title can be awarded by institutions that have the right to award a master's degree in economics and business administration¹. The criteria for awarding the title are set by UHR-ØA² and specifies requirements for a five year degree consisting of a bachelor's degree and a master's degree.

The requirements for the bachelor's degree³ have indirect implications for our master's programme, since it defines the current admission criteria for candidates with bachelor degrees from Norwegian institutions. Hence, these requirements may indirectly affect the MScEBA programme via their effect on the intake quality. However, we will not discuss the bachelor requirements here.

The main structural requirements for the master's programme are as follows:

- Candidates must obtain knowledge / skills related to scientific methodology.
- A specialization (major) with a scope of at least 30 ECTS. If methodology courses are included in the specialization, then the scope must be increased to compensate for this.
- A master thesis with a scope of 30 ECTS, where the theme of the thesis must be within the main specialization.
- Each specialization should have a coherent set of courses and clear progression requirements.
- At least 20 ECTS of economics / business administration courses outside of the major. Methodology courses cannot be included here. These courses can be organized as a minor, i.e., that all of them come from one specialization, but they can also be chosen independently of each other.
- No more than 15 ECTS of the elective courses can be from outside of the economics / business administration field.

2.3 The Universities and University Colleges Act (UH-loven) and its regulations

The Regulations concerning master's degrees⁴ specifies the following requirements for a master's degree of 120 ECTS:

- It must build on a bachelor's degree (or a similar degree) where at least 80 ECTS in the bachelor's degree is within the same field as the master's degree.
- It must include a master thesis of at least 30 ECTS.

¹ <https://lovdata.no/forskrift/2005-12-16-1574/§53>

² https://www.uhr.no/f/p1/iac8ed2c1-8aeb-4544-a957-0bf808361338/vilkar_for_bruk_at_tilleggsbetegnelsen_sivilokonom_vedtatt_nr_a_06_06_16.pdf

³ https://www.uhr.no/f/p1/i2f95da7e-4b19-4547-be9a-2f2822c78905/b_a_plan_vedtatt_17okt11.pdf

⁴ <https://lovdata.no/dokument/SF/forskrift/2005-12-01-1392>

2.4 NHH strategy 2018-2021

The current strategy⁵ specifies that “NHH shall educate excellent economists and managers with sound analytical skills, a good understanding of technology and a strong commitment to society”. The main objectives for the education activity are:

1. Admission quality: NHH shall attract students with strong academic results and a high motivation for learning. NHH’s study programmes shall be a clear first choice in the fields of economics and business administration among Norwegian students and attract highly qualified international students.
2. Quality of studies: NHH shall have a culture for quality in its education, where the administration, academic staff and students continuously strive to improve the quality of studies. Our teaching, study programmes and learning environment shall be on par with the best international business schools.
3. Graduate quality: NHH graduates shall be preferred in the national market for economists and managers, attractive in the international labour market and qualified for the best international master’s degree and PhD programmes.

An important implication of the admission quality objective is that our MScEBA programme should continue to be an attractive alternative in an educational market that is becoming increasingly international and competitive. In order to produce graduates of high quality, we also need to focus on academic coherence and progression in the programme. Benchmarking of our MScEBA programme against other institutions⁶ shows that NHH has a relatively high degree of flexibility and a relatively low share of common/mandatory content. The MScEBA-courses are loosely organised into flexible majors with few, if any, mandatory course requirements. This flexibility of the majors makes it possible for the students to choose only “basic” level courses, avoiding any academic progression. This flexibility is to some extent appreciated by students and staff, but the broad selection of majors and courses also makes it harder to separate some of the profiles from each other. It also presents some challenges regarding how to ensure specific learning outcomes within majors, as well as sufficient academic progression. The benchmarking in the programme evaluation from 2015 suggests that it is possible to maintain its differentiation on flexibility and still introduce a modest increase in mandatory content if it is found desirable to address issues like ensuring academic progression or certain common skills.

The strategy also specifies strategic priority areas, and the following areas will be particularly relevant for the MScEBA programme:

- Renewal and relevance
 - NHH shall systematically review its programmes and courses to ensure that they are relevant.
 - NHH shall develop new technology-related courses.
 - NHH shall offer students more experiences that are practical as part of their education.
- Outstanding learning environment and educational method
 - All students shall feel safe and included at NHH.
 - All of NHH’s study programmes shall have at least 40% students of each gender.
 - NHH shall offer educational methods that create engagement and facilitate learning, such as by increasing the number of courses that use student-centred teaching methods. As a result, NHH shall achieve a higher score on the Student Survey (Studiebarometeret) on questions concerning students’ own engagement and expectations to come prepared to lectures.

⁵ <https://www.nhh.no/en/about-nhh/strategy/>

⁶ Programme evaluation of the Master of Science in Economics and Business Administration, 2015

- NHH shall systematically review the use of assessment forms in its courses to maximise learning.

3 The MScEBA programme

3.1 Structure

All students in the MScEBA (Master i Økonomi og Administrasjon (MØA) in Norwegian) programme must complete a major, consisting of at least 45 ECTS of course work and a master thesis of 30 ECTS. In order to obtain the siviløkonom title, it is also necessary to have a minor of 22,5 ECTS. Most students that enter the programme with a non-Norwegian bachelor degree do not fulfill the bachelor requirements for the siviløkonom title, hence the minor requirement does not apply to them. However, they may choose to fulfill the minor requirement for other reasons.

There are currently 10 majors:

- FIE Finance
- BUS Økonomisk Styring (Business Analysis and Performance Management)
- MBM Marketing and Brand Management
- ENE Energy, Natural Resources and the Environment
- ECO Økonomisk Analyse (Economic Analysis)
- ECN Economics
- BAN Business Analytics
- STR Strategy and Management
- NBD New Business Development
- INB International Business

All the majors, except BUS and ECO, are open to international students.

The majors have specific requirements, as shown in Table 1. The table shows the amount of mandatory content in the majors. “Obligatory” means that the requirements can only be fulfilled by taking a specific course. “Semi-obligatory” means that the students can choose from a small set of courses, e.g., they must take 2 out of 4 courses. All students in the MScEBA programme must complete one course (7,5 ECTS) about empirical methods⁷, and each major has a list of approved course in empirical methods that the students can choose from. In addition, the students must take 2,5 ECTS from a list of approved ethics courses, but this list is not major-specific.

We see that the amount of mandatory content varies considerably, from 7,5 for ENE to 30 for BAN. The degree of flexibility allowed within the mandatory content also varies considerable. Some of the majors have all the mandatory content in semi-obligatory courses, meaning that the students have several ways of fulfilling the mandatory requirements. Other majors have most of the mandatory content in obligatory courses. The amount of mandatory content within majors at NHH is relatively low compared to our competitors.⁸

Table 1 Mandatory content in the MScEBA majors.

	BAN	ECN	NBD	FIE	BUS	INB	STR	ECO	MBM	ENE
Obligatory courses	15	15	15	0	0	0	7,5	7,5	0	0
Semi-obligatory	15	0	0	15	15	15	0	0	7,5	0
Empirical methodology	0	7,5	7,5	7,5	7,5	7,5	7,5	7,5	7,5	7,5
Total ECTS	30	22,5	22,5	22,5	22,5	22,5	15	15	15	7,5

⁷ The obligatory/semi-obligatory courses in BAN cover this requirement.

⁸ Programme evaluation of the Master of Science in Economics and Business Administration, 2015

Table 3 Distribution of all students across majors (per 3/9-2018).

Major	H15	V16	H16	V17	H17	V18	H18	Major	H15	V16	H16	V17	H17	V18	H18
BUS	479	442	575	419	499	368	410	BUS	27 %	29 %	28 %	28 %	27 %	26 %	22 %
BUS BA					29	35	29	BUS BA					2 %	2 %	2 %
BAN							103	BAN							6 %
ECO	70	56	78	50	62	49	51	ECO	4 %	4 %	4 %	3 %	3 %	3 %	3 %
ECN	71	75	117	89	115	94	113	ECN	4 %	5 %	6 %	6 %	6 %	7 %	6 %
ENE	134	102	129	78	88	61	89	ENE	7 %	7 %	6 %	5 %	5 %	4 %	5 %
FIE	631	526	745	558	720	524	727	FIE	35 %	34 %	37 %	38 %	39 %	37 %	39 %
INB	82	61	59	24	34	25	34	INB	5 %	4 %	3 %	2 %	2 %	2 %	2 %
MBM	85	68	75	60	69	51	58	MBM	5 %	4 %	4 %	4 %	4 %	4 %	3 %
NBD							7	NBD							
SAM	18	16						SAM	1 %	1 %					
STR	221	199	262	207	249	200	239	STR	12 %	13 %	13 %	14 %	13 %	14 %	13 %
Sum	1791	1545	2040	1485	1865	1407	1860								

Figure 4 shows the number of courses offered in the different majors⁹. The figure distinguishes between the majors “own” courses, based on the profile code, as well as courses “borrowed” from content in obligatory courses.¹⁰ Profile codes have some significance as “brand names” in the NHH system, and we therefore find it worthwhile to make the distinction. We see that the two largest majors, FIE and BUS, have larger shares of own courses than the smaller majors. This tendency is most striking for BUS, which has more courses than FIE, even though the number of students is lower.

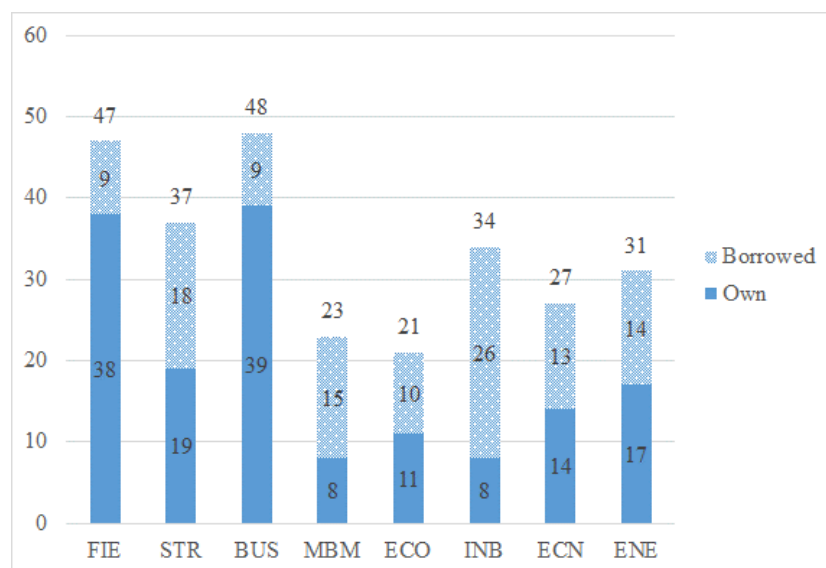
**Fig. 4** Number of courses per profile (autumn 2017 / spring 2018).

Figure 5 shows the average number of students per course for the majors’ own courses. Again we see that the larger majors, FIE and BUS, have the largest courses. BUS has larger courses than FIE, even though the number courses in the two majors are similar, and the number of students taking the FIE major is considerably larger than in BUS. The explanation can be found in Table 4, which shows how the majors borrows courses from each other. We see that BUS is the only major that lends courses to all the other majors (as well as to the sister programme in accounting, MRR). Hence, the relatively high number of students in the BUS courses stems more from BUS’ role as “supplier” of courses to the other majors than from the number of students in the BUS major itself.

⁹ BAN and NBD are not included in Figures 4/5 and in Table 3. These two majors were launched in the autumn semester of 2018, and therefore we do not have data about students in their courses for a full year.

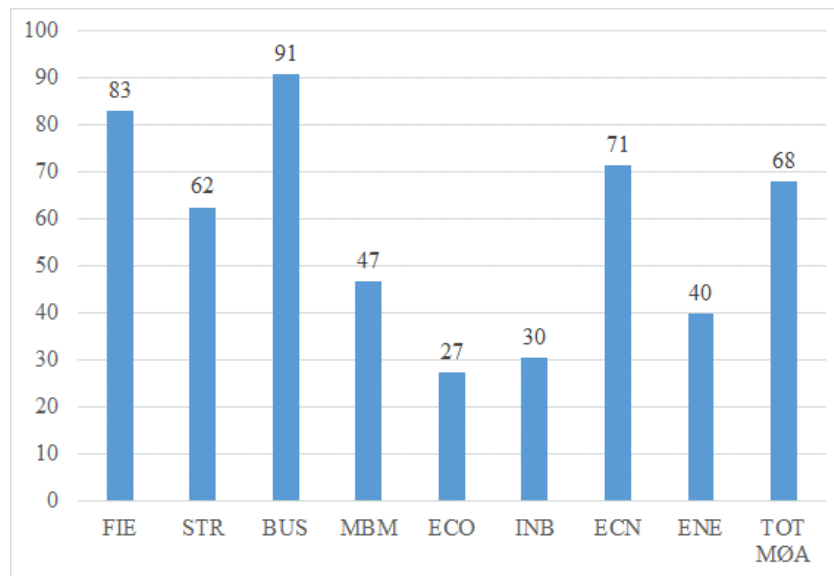


Fig. 5 Avg. number of students in the profiles' own courses (autumn 2017 / spring 2018).

Table 4 Borrowing of courses between majors (autumn 2017 / spring 2018).

From\To	FIE	BUS	STR	ECN	ENE	MBM	ECO	INB
FIE	38	2		4	1		2	8
BUS	1	39	8	1	4	2	6	10
STR		4	19		1	3		2
ECN	3		3	14	3	4	2	2
ENE		1		1	17	1		2
MBM			1		1	8		1
ECO	5			6	2		11	
INB			2			1		6
Other		2	4	1	2	4		3
Sum	47	48	37	27	31	23	21	34

Figure 7 illustrates further the large variation in course size in the MScEBA programme. There were in total 164 courses in the programme in the teaching year 2017/2018. This is substantially more than any of major competitors in the Nordic countries (see below). We see a large variation in course size, from below 15 students to above 500 students. The large number of courses illustrates that the flexibility of the MScEBA programme is not free.

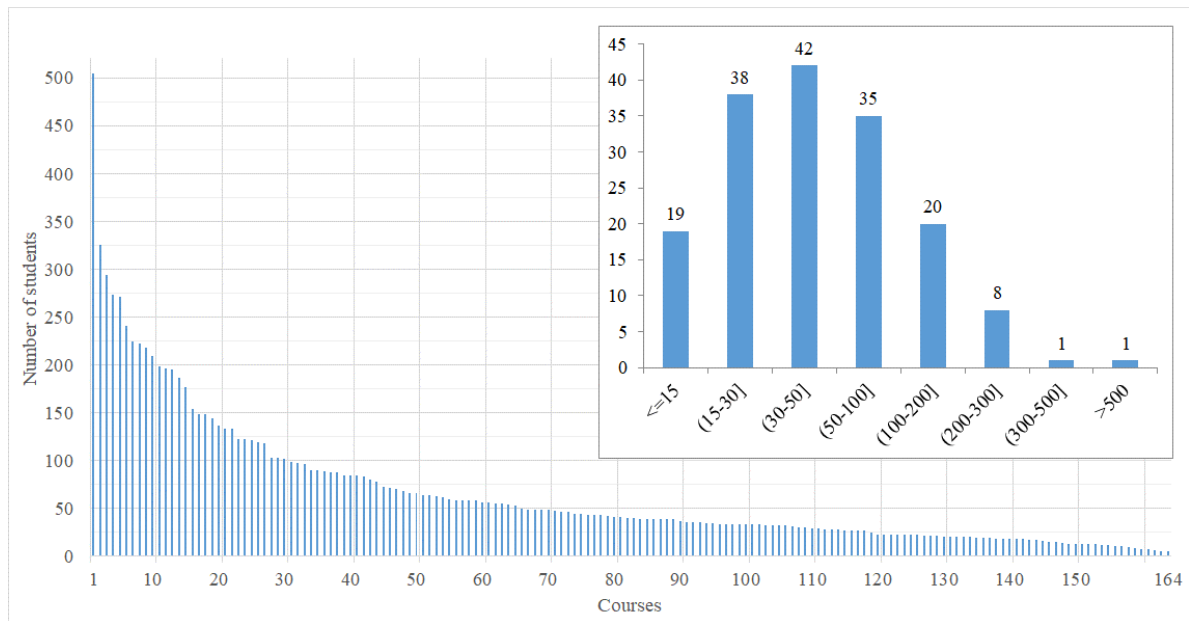


Fig. 7 Number of students per course (autumn 2017 / spring 2018).

3.3 Evaluation results

Table 5 reports results of quality surveys made while students were in the master programme. The survey Studiebarometeret is undertaken by NOKUT every year among the students in the third semester of their master programme, and we see that NHHs MScEBA programme has consistently received a high score on overall quality over time. Fig. 8 also shows the ranking of the different full-time master business master programmes in Norway after their overall score, and where the height of the bars indicate the total number of students in the relevant semester of the respective programmes. NHHs MScEBA programme is not the top performer, but it is highly rated, and it is only outperformed by programmes that are considerably smaller. We can also see that the other large MScEBA programme in Norway, which belongs to BI, receives a lower score on overall quality, while the best-performing specialized master programmes at BI is at the same level as NHHs main master programme.

Table 5 Measures of study quality.

	2013	2014	2015	2016	2017	2018
Overall quality (KD, Studiebarometeret)	4,4	4,4	4,4	4,4	4,5	4,3
Instructor (NHH course evaluations, MØA and MRR)	4,0	4,0	3,9	4,1	4,2	4,1
Relevance (NHH course evaluations, MØA and MRR)	4,3	4,3	4,3	4,3	4,3	4,4
Overall quality (NHH course evaluations, MØA and MRR)	-	3,8	4,0	4,0	4,1	3,9

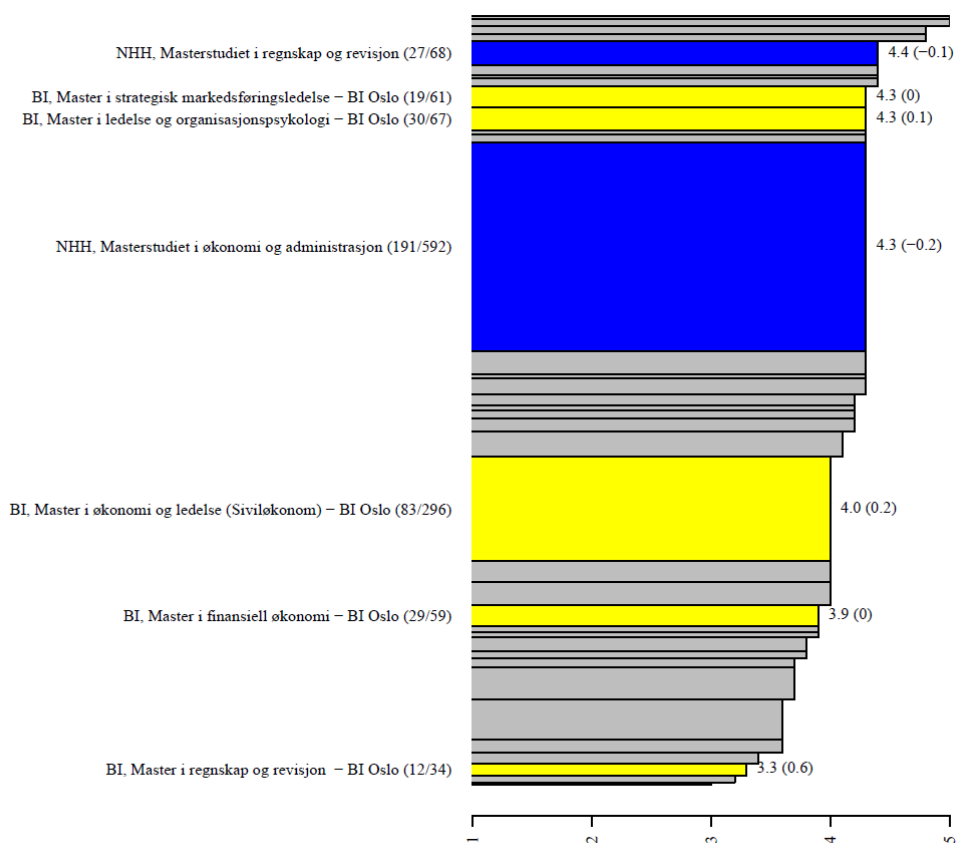


Fig. 8 Ranking of programmes wrt overall quality (KD Studiebarometeret, 2018).

Table 6 reports results from NHHs own candidate surveys, which are undertaken 6 months after graduation. We see that the candidate rates their study programme highly on relevance and overall quality. The candidates are also asked about how they perceive their competitiveness in an international job market, and here the score is slightly lower than along the other two dimensions.

Table 6 NHH candidate surveys (6 months after graduation).

	2014	2015	2016	2017	2018
Studiet har gitt meg relevante teoretiske basiskunnskaper	4,3	4,5	4,5	4,3	4,3
Studiet gjør meg konkurransedyktig også i et internasjonalt arbeidsmarked	3,8	4,1	4,1	3,8	3,9
Generelt var jeg fornøyd med kvaliteten på studiet	4,2	4,3	4,2	4,2	4,2

3.4 Comparison with similar programmes

We will focus on our key Nordic competitors: BI, CBS, Stockholm School of Economics, Aalto School of Business, in addition to NTNU Industriell økonomi.

Norwegian Business School (BI)

BI has a very structured MSc in Business programme¹¹, which also qualifies for the siviløkonom degree. They have a total of 7 different specialization profiles; Economics, Finance, Strategy, Logistics/Operations/Supply chain, Marketing, Leadership and change, and Accounting and Business Control. All 7 specializations have the same 5 core mandatory courses the first year. They also have 5 mandatory (but mostly different) programme courses the first year. In the second year one semester is

¹¹ <https://www.bi.edu/programmes-and-individual-courses/master-programmes/business/>

the master's thesis, and one semester is elective courses (where most students are on exchange abroad). In addition, BI offers nine more specialized MSc programmes.

Copenhagen Business School (CBS)

CBS is a large business school with approx. 3300 students¹² at the master level per year at their MScEBA programme¹³. This programme has 14 different specializations, but several of these are similar; e.g. Finance and Investments, Finance and Applied Economics, Finance and Strategic Management. CBS has a structure of each specialization very similar to BI; with mandatory courses (no electives) the first year, and master's thesis and electives the second year.

Stockholm School of Economics (SSE)

SSE has 5 specialized master programmes¹⁴: Economics, Accounting, Finance, Business and Management, and International Business. Within each master programme ('specialization profiles'), there are between 2-4 mandatory courses, and 6 to 11 elective courses where 4 to 6 courses must be elected (8 courses in total the first year in a major). The second year consist of master's thesis and electives (normally taken abroad).

Aalto School of Business

Aalto has 11 electives in their MScEBA programme¹⁵. They have a structure more similar to NHH, where there are 2 to 4 mandatory courses in each field of specialization profiles, and 5 to 7 courses as part of the major to be selected from a list of approx. 10-15 different courses. Elective courses and master's thesis are normally taken the second year.

The structure of the programmes at BI, CBS and SSE, with little or no flexibility in the first study year, can be illustrated as in Figure 9 below. Table 7 shows that these programmes all have 60 ECTS of mandatory content, across or within majors. The MScEBA programmes at NHH and Aalto are much more flexible, with much less mandatory content. However, no major at Aalto has as little mandatory content as the minimum at NHH (7,5 ECTS), and from Table 1 we see that 4 of the NHH majors have less mandatory content than any major in the Aalto programme.

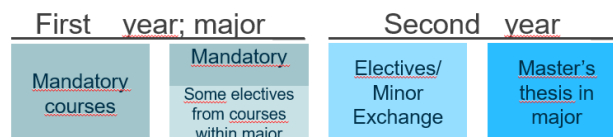


Fig. 9 Typical programme structure.

Table 7 Mandatory content (ECTS) in some master programmes.

Institution	NHH	Aalto	BI	CBS	SSE
Programme	MScEBA	MScEBA	MSc in Business	MScEBA	Various
Mandatory across majors	0	6	30	7,5	0
Mandatory within majors	7,5-30	18-42	30	52,5	60
Sum mandatory content	7,5-30	24-48	60	60	60

¹² https://www.cbs.dk/files/cbs.dk/call_to_action/cbs_ff_2018_ny_web.pdf

¹³ https://www.cbs.dk/files/cbs.dk/call_to_action/cbs-kandidatuddannelser-2018_0_0.pdf

¹⁴ <https://www.hhs.se/en/education/msc/>

¹⁵ <https://www.aalto.fi/school-of-business/masters-programmes>

4 Discussion and recommendations

4.1 Advantages and disadvantages of the current structure

Benchmarking of our MScEBA programme against other institutions shows that NHH has a relatively high degree of flexibility and a relatively low share of common/mandatory content. The MScEBA-courses are loosely organized into flexible majors and there are few, if any, mandatory course requirements in them.

The flexible structure has several advantages:

- Students can choose unique combinations of course tailored to their interests and what they see as beneficial for their career opportunities.
- Since resource allocation at NHH is to a large extent linked to teaching output, the academic departments have clear incentives to innovate and offer courses that are relevant for today's businesses. An example is the increased focus on technology and digitalization in the last few years, which has resulted in the introduction of a considerable number of technology-related courses in the master programme.

However, the flexibility comes at a cost:

- The flexibility makes it harder to guarantee that the students achieve the stated learning outcomes of the master programme.
- Flexibility hinders academic progression (ref. the Siviløkonom requirement 'clear progression requirements'). In principle, progression could be secured by specifying prerequisites in the more advanced courses. However, a course responsible will be reluctant to do this if he/she fears that it will result in fewer students taking the course. More mandatory content in the majors could facilitate a higher degree of academic progression. Since a considerable number of the students go abroad on exchange in one of the four semesters, they will in practice only have one year to finish their major, and the academic progression must in practice be in the spring semester of the first year.
- The growth in the number of courses (now approx.. 160) in the majors have made them less focused, and it is harder for students to distinguish between them. A major with a distinct specialization suitable for a specific position in a corporation or profession could be advantageous both for the students and the employers.
- A large course portfolio, many of them quite small, is costly to produce.
- In order to maintain the flexibility for the students, the scheduling section needs to avoid collisions in teaching and exams between popular courses, and this is very hard to achieve. In practice, therefore, it is often not possible for the students to achieve the desired course combinations.

Based on the above discussion, we make the following broad recommendations that will form the basis for the more detailed recommendations in Sections 4.2-4.5:

1. Majors must be sustainable in terms of student numbers. Some of the current majors have very few students and should be discontinued.
2. The future majors should be more distinct and focused than the current majors.
3. The amount of mandatory content should be increased, in order to enable more courses with progression.
4. The number of courses in the programme should be reduced.
5. We need to strengthen our quality assurance mechanisms in order to maintain the quality and relevance of the majors at a reasonable cost.

4.2 Which majors should we offer?

The group agrees that we should offer the following distinct majors:

- Business Performance Management and Analysis (BUS at present)
 - All the committee members agree that we need one or more business majors to prepare candidates for jobs such as CFOs, controllers, and consultants.
 - The committee disagrees with respect to whether we should have one or two business majors (Doppelhofer, Foss, Lægreid and Sudmann-Larssen chose to remain neutral with respect to this issue):

Alternative 1 (Bjørndal, Sandal)

A revised BUS major, satisfying the additional requirements laid out in this report. In this alternative, BUS will continue to be a fairly broad business major. Specifically, the area of Operations Management (OM) / Supply Chain Management (SCM) will continue to be integrated as a sub-track within BUS. This track could, in time, be developed into a separate major¹⁶. However, in order to launch a new major, we need to ensure that the demand will be sufficient, and it is not clear at present whether that is the case.

Alternative 2 (Kinserdal, Mæland)

BUS is split into two new, more focused majors:

- Business performance and analysis (BPA): This major would include the typical competence span of a CFO - including profit analysis, investment decisions, accounting analysis, data analytics, financing etc.
- Operations Management (OM) or as a profile including operations management, technology leadership, robotics, supply chain management, data analytics, project management etc. It is important for NHH to bridge the gap between the business economist – often in support functions, and engineers – often in line positions. NHH has most of the courses in the portfolio today.

- Business Analytics (BAN)
- Finance (FIN)
- Strategy and Management (STR)
- Economics (ECN)
 - We recommend that ECO is discontinued, due to the small number of students in the major, and ECN should be developed so that it can also serve advanced economics students.
- Energy, Natural resources, and the Environment (ENE)
- Marketing, Innovation and New Business Models
 - We recommend that today's MBM and NBD should be merged to one major. The two majors MBM and NBD have many courses in common, and NBD could be a sub-track in a marketing major. The enrolment in NBD has not been convincing so far, and MBM is also a relatively small major.

¹⁶ A new major would naturally include courses from both BUS and STR. Examples from BUS are BUS432 Operations Management, BUS403 Supply Chain Management, BUS467 Innkjøpsledelse, and BUS460 Operational Risk Management. Some of the more technology-related courses in STR, such as STR 446 Prosessledelse, STR459 Kunstig intelligens og robotisering, STR453 Digitalisering, would also be useful as part of a new major. A new OM major would need a broad strategy course, such as STR404, and courses in management accounting and control, such as BUS401 and BUS400.

- CEMS MIM: International Business
 - INB has had very few students over several years. Attempts have been made to increase the enrolment, but without much success. We therefore recommend that INB should be discontinued in its present form.
 - It is possible that the CEMS MIM program could be given status as a major, in addition to the being used as a minor. It is not clear how attractive this would be for the students, and this needs to be investigated. Some practical issues, mainly related to admission procedures, also need to be resolved. The CEMS coordinator and SIR has started a process to investigate these issues.

4.3 Formal structure and requirements in the majors

- a) Each major will consist of at least 45 ECTS of course work. We have chosen to keep the current major requirements in order to maintain possibilities for specialization and progression within the majors.
- b) The amount of mandatory content should be increased to at least 22,5 ECTS for all majors; i.e. at least 3 mandatory courses (these may semi-obligatory, see Table 1, i.e., students could be allowed to choose from a set of more than 3 courses).
- c) Every major should have at least some mandatory content consisting of obligatory courses, i.e., courses that must be taken by all students in the major. This requirement will ensure progression, since all other courses in the major can build on the obligatory courses.
- d) If a mandatory course does not build on another mandatory course in the major, it should be possible for all students to take it in the autumn semester. See also 4.5b below.
- e) To ensure progression and specialization, a major can have sub-tracks. The specialization will appear on the students' transcript.
- f) Students should, as a minimum, have completed the mandatory requirements in their major before they write their thesis. It is convenient to check this requirement when students apply for a supervisor, and we propose that supervisors should only be allocated to students that have completed their mandatory requirements. Since application deadline for supervision is October 15 and March 15, it will be sufficient that students have registered in their mandatory courses before they submit their application. By supplying information about mandatory courses, including methodology courses, to the committee that allocates supervisors, the committee will have a better basis for matching students with suitable supervisors, and this will in itself have a positive impact on the quality of the thesis work.

4.4 Elective courses

- a) We propose to replace the minor requirement with the requirement that at least 22,5 ECTS of course work is taken outside of the major. This increases the flexibility for the students, since they can combine courses from several majors other than their own, while still satisfying the siviløkonom requirements. This change will also simplify the work of the Academic Affairs office.
- b) Students could still be given the option of labeling some of their electives with the title of a "minor" on their diploma, given that at least three electives are chosen within a particular major.
- c) Innovation School / Social Entrepreneurship / Gründerskolen / exchange will count as electives.
- d) Majors should, as a main rule, be taken at NHH and cannot be supplemented with courses taken as part of an exchange. Exceptions could be made by maintaining a list of accepted courses at popular partner schools. The programme leader and the profile coordinators will

approve the courses initially. Once a course is on the list, applications can be handled by the Office of Academic Affairs.

4.5 International students

The educational sector has become more global: the best students more often go international. This means that a) NHH increasingly will face competition from the best international schools (typically those with high FT ranking); b) NHH needs to attract the very good international students.

International networks and accreditations gain more importance. To address these changes, NHH needs to establish study programmes that attract also international students, more international marketing and visibility, and more focus on how to integrate international students at NHH.

At present, 8 of 10 majors are open to students with a non-Norwegian bachelor degree. BUS and ECO are the only majors that are not open to international students at the moment. A condition for opening these two majors for international students is that the portfolio of courses in English is sufficient.

Table 4 shows the percentage of English courses, as well as whether enough of the mandatory courses are offered in English.

We see that all the majors, except BUS and STR, offer well over half of their courses in English. For STR, only 37% of the major's own courses (based on the major code) are offered in English, while the percentage increases to 58% if we also include courses borrowed from other majors. For BUS these percentages are 44% and 52%, respectively. With respect to the mandatory content, it is possible to satisfy these requirements by choosing only English courses in all majors.

Table 8 Courses in English

	ENE	BAN	NBD	MBM	INB	ECN	FIE	ECO	BUS	STR
Courses in English (own)	100 %	100 %	100 %	100 %	100 %	85 %	78 %	73 %	44 %	37 %
Courses in English (all)	100 %	80 %	95 %	95 %	93 %	74 %	81 %	77 %	52 %	58 %
Sufficient obligatory	-	yes	yes	-	-	yes	-	yes	-	yes
Sufficient semi-obligatory	-	yes	-	yes	yes	-	yes	-	yes	-
Sufficient methodology	yes	-	yes	yes	yes	yes	yes	yes	yes	yes

In order to increase the attractiveness of the programme to international students, we recommend that:

- a) All majors should be open to international students.
- b) *Alternative 1 (Bjørndal, Foss, Sudmann-Larssen, Lægreid, Sandal):* In order to make it possible for international students to complete their introductory mandatory courses in the first semester, these courses should, as a minimum, be offered in English in the autumn semester.

Alternative 2 (Mæland, Kinserdal, Doppelhofer): To improve the integration of international and national students, the mandatory courses of all the majors open to international students should only be taught in English.

4.6 Quality assurance mechanisms

In order to maintain the relevance and quality of the majors, and control the number of courses, we propose the following changes to the programme's quality assurance routines:

- a) The reference group for each major should (as now) have faculty members from the academic departments that are involved in the major, in addition to the profile coordinator.

- b) In addition, each reference group should have at least one external member. These external members at the profile level will replace the external member of the MScEBA reference group.
- c) Each reference group should have at least one student representative.
- d) The members of the reference groups should have an active role in the quality assurance work, including review of course evaluations in meetings with the programme leader.
- e) At least annually the portfolio of courses in a major should be reviewed by the reference group, where need for new courses and/or removal of courses and/or need for quality improvements or modifications of existing courses should be discussed and recommended. The reference group will submit its recommendations to the programme leader, who will take the final decision on changes to the course portfolio.

The committee has discussed whether more strict rules should be enforced to remove courses with few students, or set a maximum number of students per class. However, in our opinion such rules would be bureaucratic and difficult to apply. There could also be sound reasons to have a course with few students, and sound reasons to have classes with many students. There should be some room for experiments and innovations at NHH testing out new courses. If the programme leader, the profile coordinators and the reference groups use their power wisely, the courses offered should all be of high quality, and with no more courses than needed. As discussed, there is an incentive today at NHH to have many courses in order to get some extra students to increase the relative resource allocation to the academic department. Although it has not been within the mandate of this committee, changes to the resource allocation system at NHH could be needed in order to reduce the incentives for the departments to increase the number of courses, sometimes at the expense of quality.

Structural improvements in the MScEBA (MØA) programme at NHH – evaluation and recommendations

by

Endre Bjørndal, Programme Leader

1 Background and motivation

This report follows up and concludes on the proposals that were put forward in a previous report by the so-called “MØA committee”¹, which considered the structure and quality of the MScEBA programme.

This report will discuss further and conclude on the proposals that were put forward in the previous report. These proposals addressed the following issues:

- Which majors should be offered?
- Formal structure and requirements in the majors
- Elective courses
- International students
- Quality assurance mechanisms

Following the debate about the report in the Academic Committee, the Vice Rector for Academic Affairs has commissioned a follow-up report by the Programme Leader to investigate the consequences of the proposals for the quality of the master programme, and to conclude on the proposals as programme leader. Specifically, the report should address the effect of the proposals on NHH’s position in the FT ranking, as well as consequences for our students’ possibilities for combining their studies at NHH with exchange abroad or other international opportunities such as CEMS MIM, the Gründer School, or Innovation School. In addition to the proposals considered in the initial report, this report will also consider whether NHH should offer one or more specialized master programmes in addition the MScEBA programme.

2 Evaluation of proposals

The discussion is mainly organized according to the structure of the report from the MØA committee², with one exception, i.e., that the establishment of specialized master programmes is also considered.

I have chosen to evaluate the proposals with respect to the objectives for NHHs education activity, stated in the strategy for 2018-2021³:

- Admission quality
- Study quality
- Graduate quality

With respect to the specific requests from the Vice Rector, I have chosen to interpret “international opportunities” as covered under “Study quality”, and I have included effects on the FT ranking, as well as cost and implementation issues, as separate parameters.

¹ Academic Committee, item 19/00670.

² <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>

³ <https://www.nhh.no/en/about-nhh/strategy/>

Section	Proposal	Effects					Recommendation
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴	Cost / implement.	
4.2	Discontinue the INB major.	<p>Few students choose INB (10-15)⁵. Admission quality of INB is relatively low (below average GPA for candidates with NHH bachelor)⁶. Hence, effect is small.</p> <p>Some of the INB students are international (7 new INB students with international bachelor per 24/10-2018⁷, total international intake was 117⁸). Other majors are much more important than INB for the international intake.</p>	<p>INBs contribution to internationalization opportunities is small compared to other options (exchange, CEMS, etc.).</p> <p>INB courses are relatively small (30 students on average⁹) and could still be available as part of the CEMS minor or in other majors.</p> <p>Reduced scheduling complexity and fewer course collisions will improve quality in the other majors.</p>	Few students means that effect is small.	Negative effect on some of the MiM indicators, (salary increase, international mobility, int. students), but the impact is small due to few students.	Reduced administrative cost.	Overall effect is positive, recommend that INB is discontinued. INB courses that are needed for the CEMS minor must be kept.

⁴ Master's in Management ranking, see Figure 5 in Appendix A.

⁵ Table 3 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>

⁶ Table 3 in Appendix A.

⁷ FS

⁸ Oppgradert opptaksrapport 2018.

⁹ Figure 5 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>

Section	Proposal	Effects				Recommendation	
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴		Cost / implement.
4.2	Discontinue the ECO major, replace with an advanced track in ECN.	<p>ECO has few students¹⁰, but the long-term trend shows an increase¹¹. Very good students, high bachelor GPA for those with NHH bachelor¹². Quality is stable over time¹³.</p> <p>Unknown international potential (not open for int. students).</p> <p>Negative consequences for recruitment of PhD students (approx.. 9% of ECO students become PhD students at NHH, and ECO accounts for approx.. 18% of internally recruited PhD students)¹⁴.</p>	<p>Loss of advanced alternative for master students. An advanced track in ECN will have some courses that are obligatory for all ECN students and might therefore be less suitable for the best students.</p> <p>ECO courses are relatively small (27 students on average¹⁵). They could still be available in other majors. However, that could lead to reduced visibility and even less interest in advanced subjects.</p> <p>ECO is one of a few majors that integrate disciplines across all departments at NHH.</p> <p>Reduced scheduling complexity and fewer course collisions will improve quality in the other majors.</p>	<p>ECO learning outcomes focus on advanced analytical skills/knowledge. Uncertain whether this can be achieved with an advanced track in ECN, see comments under study quality. Small volume, but good students, so the overall effect on candidate quality could be important.</p>	No particular effect.	Reduced administrative cost.	<p>Keep ECO, renew it and open up for international students.</p> <p>There is considerable overlap between ECO and RDT, do we need both? Around 2/3 of the RDT candidates have ECO as major¹⁶. RDT candidates are not followed up by the departments. Consider dropping RDT and focusing more on ECO?</p>

¹⁰ Table 3 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>

¹¹ Figure 2 in Appendix A

Section	Proposal	Effects				Recommendation	
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴		Cost / implement.
4.2	Merge the NBD major with MBM	Few students (7 new in 2018) ¹⁷ . Some international students (5 new NBD students with international bachelor per 24/10-2018 ¹⁸), but very few compared to the total number of international students. New major, no data about admission quality.	NBD could fit as a track in MBM (marketing or brand management) or STR (strategy and management). Both alternatives must be considered, if NBD is to be discontinued. Less visibility of courses about innovation and entrepreneurship. Reduced scheduling complexity and fewer course collisions will improve quality in the other majors.	Few students means that effect is small.	No particular effect.	Reduced administrative cost.	If student numbers do not improve significantly, recommend that NBD is made a sub-track in either MBM or STR. The relevant profile coordinators and the department (SOL) must be consulted before the final decision is taken.

¹² Table 3 in Appendix A¹³ Figure 1 in Appendix A¹⁴

Table 4 in Appendix A

¹⁵ Figure 5 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>¹⁶

Table 5 in Appendix A

¹⁷ Table 3 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>¹⁸ FS

Section	Proposal	Effects					Recommendation
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴	Cost / implement.	
4.2	Upgrade CEMS MIM from minor to major	CEMS MIM would replace INB as a major, but it is not clear that this would make the NHH MScEBA programme more popular.	The current integration of CEMS MIM as a minor seems to work well. The recent report from the CEMS Peer Review Team ¹⁹ highlighted the ability to combine CEMS MIM with any of the existing majors as one of the key strong points.	The NHH MScEBA / CEMS MIM double degree is well recognized, gives candidates a strong specialization from one of the NHH majors in addition to the more generalist CEMS MIM minor. Not clear that changing this would improve candidate quality.	CEMS MIM is highly ranked, but changing its status from minor to major will not affect the ranking of the the NHH MScEBA programme.	No particular effect.	Negative, not recommended.

¹⁹ P360 document number 18/00094-7

Section	Proposal	Effects				Recommendation	
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴		Cost / implement.
4.2	<p><i>Alt 1:</i> BUS will continue to be a fairly broad business major. OM/SCM will continue to be a sub-track within BUS.</p> <p><i>Alt. 2:</i> Split BUS into two majors: 1) Business performance and analysis (BPA) and 2) Operations Management (OM) or as a profile including OM, technology leadership, robotics, SCM, data analytics, project management etc.</p>	<p>We know that students value the flexibility of the MScEBA programme in general, and the BUS major is one of the most flexible majors. It is not clear that the more narrow BUS major in alt. 2 would be a more attractive choice for students.</p> <p>A new OM/SCM major could potentially attract students that would otherwise not have chosen NHH. Focus on Shipping & Logistics could attract international students, as ENE has done. However, it is not clear that the demand would be sufficient to justify the cost for NHH and the involved departments.</p>	<p>Higher degree of structure in alt. 2 makes it easier for students to plan their studies, since they do not have to take as many choices. However, less flexibility could have negative value, if students are not able to choose the course portfolio that suits their particular interests.</p> <p>Integration of OM/SCM in the BUS major contributes to increased understanding of economic implications of technological choices. This is more difficult if OM/SCM is taught in a separate major, where economic aspects will have less weight.</p>	<p>Alt. 2 will facilitate more progression than alt. 1, which should result in candidates with deeper knowledge and skills.</p> <p>However, less flexibility with alt. 2 gives less opportunity for the students to tailor their own major, based on their interests, from a broad set of courses. This could produce candidates with less updated and relevant knowledge and skills.</p> <p>NHH candidates have a fairly structured bachelor with little flexibility, so progression is in many ways ensured in the first three years of the siviløkonom programme.</p>	No particular effect.	<p>The more focused BUS/BPA major in alt. 2 will probably be less costly, due to the reduced variety the courses offered.</p> <p>Establishing a new OM/SCM major will be costly for the departments that will be involved.</p>	<p>BUS should be revised, as the other majors, in order to make it easier for the students to make good choices and in order to improve progression, while preserving enough flexibility to allow students to follow their interests and graduate with updated and relevant qualifications.</p> <p>OM/SCM should be integrated with the business economics subjects in BUS. Establishment of a separate major, e.g. with focus on shipping & logistics, should also be considered. A final decision should take into account market potential and faculty availability in the departments that would be involved.</p>

Section	Proposal	Effects					Recommendation
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴	Cost / implement.	
4.3 b/c	Increase amount of mandatory content to at least 22.5 ECTS for all majors. Some of this content should be common for all students in the majors, irrespective of their choice of track.	Flexibility is valued by students, since it allows them to choose courses tailored to their interests. A modest increase in mandatory content in some majors, which at present have little mandatory content, e.g. ENE, will have little negative effect on admission quality. If candidate quality improves, admission quality will also improve in the long run.	Some majors, e.g., ENE, will have more structure if this is implemented. By reducing the choices that must be made by students, we make it easier for them to plan their studies, while retaining enough flexibility to allow tailoring. Having at least some mandatory courses that are common to all students in a major will serve to define the major more clearly. It will also facilitate progression, since all other courses in the major will know that they can build on the mandatory curriculum.	More mandatory content will improve candidate quality via improved progression and achievement of learning outcomes in the affected majors. Candidates will still have enough flexibility to tailor their programme to their interests.	No direct effect, but could affect some parameters, like "Value for money", "Careers progress", "Aims achieved" if candidate quality is affected.	More mandatory content could lead to lower cost via economies of scale in teaching.	The minimum requirement for mandatory content is satisfied by all but 4 majors (STR, ECO, MBM, ENE), and all but 3 majors (BUS, ENE, MBM) ²⁰ have at least one course that is mandatory for all students in the major. The proposed changes are modest, and the consequences in terms of reduced flexibility for the students should be justified by the positive effects in most majors. The programme manager and the profile coordinators/reference groups should work together to implement the necessary changes, and exemptions should be granted if necessary.

²⁰ FIE has strengthened the mandatory requirements from the autumn semester of 2018.

Section	Proposal	Effects					Recommendation
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴	Cost / implement.	
4.3d	Introductory mandatory courses should be possible for <u>all</u> students to take in the autumn semester. ²¹	Improved study quality could make programme more popular. For BUS, the possibilities for completing the course requirements with the recommended progression will affect the attractiveness of the major for international students.	Will make it easier for students who start their studies in the autumn semester to complete their studies with the intended progression. Students who choose to go on exchange only have one year to complete the course requirements in their major. Hence, for any progression to take place, the basic core courses should be taken in the first semester. Could make it more difficult for (internal) students in some majors to start their studies in the spring ²² semester.	Improved progression, since electives can then build on the mandatory courses.	No direct effect.	Could be costly if more courses have to be duplicated.	All majors should make sure that they allow students who start in the autumn semester to complete the course requirements in the major within the first year of study, with the recommended progression. Recommendations with respect to progression in a major must apply to all students in the major, also international (if relevant). In particular, this issue must be addressed if BUS is to be opened up for international students. ²¹

²¹ STR, BAN, MBM, and ECO satisfy the requirement, since they are designed (mainly) for students that start in the autumn semester. FIE and BUS duplicate all core courses, so the starting semester should not matter. However, BUS does not offer all core courses in English in the autumn semester, so non-nordic students would not be able to complete their core courses in their first semester. INB duplicates the main (?) core course (INB400), so any starting semester is possible. For ECN and NBD, core courses are not duplicated, and it is not clear which sequence, if any, is optimal. ENE does not have mandatory course requirements other than the methodology course.

²² Approx. 10% of all new students in the study years 2016/2017 and 2017/2018 started in the spring semester, se Table 3 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>

Section	Proposal	Effects					Recommendation
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴	Cost / implement.	
4.3e	Majors can have sub-tracks, which will be shown on the students' transcripts. ²³	No direct effect.	Well-designed tracks can give valuable advice to students on how they should choose their courses. Track-specific formal requirements will come in addition to major-specific requirements. They will add to the complexity of the majors and can make it difficult to complete the formal requirements on time. As a result, it could become more difficult for students to combine their major at NHH with an exchange semester abroad.	If meaningful track-specific formal progression requirements can be formulated, they could contribute to improved progression and achievement of learning outcomes. Indication of track titles on transcripts could signal important information to employers. It must be accompanied by formal track requirements that qualify for the track title. Course titles also indicate specialization, without the added complexities caused by adding track titles.	No direct effect.	Added complexity of majors could make scheduling, and efficient use of faculty and buildings, more challenging. An indirect effect of added complexity could be less flexibility and/or longer lead times for making necessary updates to the majors, which could make it more difficult to keep them updated and relevant. Showing sub-tracks on students' transcripts could complicate the AACSB accreditation process, since AACSB requires the front page of transcripts to be identical for all students in the same programme.	Sub-tracks should be used to communicate possible specializations within a major. Majors can have formal requirements for sub-tracks, but they should be carefully formulated so that the major- and track-specific requirements can be completed within one year, making it possible for students to combine a major at NHH with exchange. For majors with formal track requirements, the track title could be indicated on the students' transcripts, but the transcripts must be consistent with AACSB rules.

²³ Several majors, like BUS and FIE, already have sub-tracks. The existing tracks in BUS and FIE are linked to the respective core courses, and there are no track-specific progression requirements other than that. The tracks are not indicated on the students' transcripts. Tracks are used by similar programmes at other schools. Aalto School of

Section	Proposal	Effects					Recommendation
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴	Cost / implement.	
4.3f	Mandatory requirements in major must be completed in order to apply for master thesis supervisor.	No direct effect.	Students must be given at least one year to complete the mandatory requirements, and the fulfillment of the requirements needs to be documented before the supervisor application deadline. For the many students that write their thesis in the third semester, it will not be possible to complete the course requirements before the deadline. Course registration is not a credible documentation, since students can withdraw their registration until three weeks ahead of the exam.	By ensuring that candidates are prepared for their thesis work, the quality of the theses and the learning outcomes obtained will be improved. It might be that the students already choose to take their core courses and the methodology course before they start writing. If that is true, then this measure will have little or no negative impact for the students and serve to document quality that we already deliver.	No direct effect.	Administrative cost of checking requirements.	The measure clearly has a positive effect on candidate quality, but the implementation is complicated, since the documentation cannot be based on completed courses. Alternatively, we could base the allocation of supervisors on completed courses (taken from FS) plus a plan (from the student) for how the additional mandatory courses (if any) will be completed before the thesis work starts. Applications for supervisors is allocated among the departments in a meeting between the programme manager and the departments' teaching coordinators. If the meeting finds that an application does not have a credible plan to fulfill the requirement, they will reject the application.

Business has a master programme similar to ours, and they use tracks within, e.g., the accounting and finance majors. Their accounting and finance sub-tracks, similar to the tracks at NHH, only serve as recommendations for students, and they have no track-specific formal requirements.

<https://into.aalto.fi/display/enaccounting/Programme+studies+2018-2020>

<https://into.aalto.fi/display/enfinance/Programme+studies+2018-2020>

Section	Proposal	Effects					Recommendation
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴	Cost / implement.	
4.4 a/b/c	Replace minor requirement with requirement that at least 22,5 ECTS of course work is taken outside of the major. Keep option of labeling some electives with the title of a "minor" on the diploma, given that at least three electives are chosen within a particular major. Innovation School / Social Entrepreneurship / Gründer-skolen / exchange will count as electives.	No direct effect.	Students have increased flexibility, can choose elective courses from various majors. Students on exchange abroad will have more flexibility to choose courses. At present exchange counts as a minor and cannot include courses from the main specialization.	Most of the present minors contain the same courses as the majors, i.e., they are very broad and contain many courses borrowed from other majors. Therefore, the minor specializations for most majors are not meaningful. An attempt to restrict the minors has been made by imposing the additional requirement that minors cannot contain courses from the student's major, but this still allows minors that are not meaningful. Therefore, the minor requirement has little value as it is practiced now, and removing it will not degrade candidate quality.	No direct effect.	Reduced complexity and administrative cost. Since a minor in the present system cannot contain courses from the major, the Office of Student Affairs has to administer 90 (10*9) different minors.	Removing the minor requirement gives more flexibility for the students without significant negative consequences, and I therefore recommend that this is done. Optional labeling of minors on the transcripts allows students to signal a broader competence than that of their major. In order for the labeling to be meaningful, it should be based on a restricted set of courses in the majors. One could, e.g., require that a student has taken at least two core courses in order to obtain the optional label. Electives could, e.g., be restricted to courses that are not borrowed from other majors, or they could be based on a short list approved by the profile coordinators.

Section	Proposal	Effects				Recommendation	
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴		Cost / implement.
4.4d	Majors should, as a main rule, be taken at NHH and cannot be supplemented with courses taken as part of an exchange. Exceptions could be made by maintaining a list of accepted courses at popular partner schools. The programme leader and the profile coordinators will approve the courses initially. Once a course is on the list, applications can be handled by the Office of Academic Affairs.	No direct effect.	By requiring that majors are taken at NHH, we ensure coherence and necessary progression within the majors. Supplementing the majors with courses from other schools could be beneficial if we can ensure that the courses fit into the NHH majors. It will be challenging to maintain an updated list of approved courses at partner schools, where course availability will change over time, and this could mean less predictability for students when they plan their exchange semester.	Coherence and progression within the major will contribute to candidate quality.	No direct effect.	Maintaining updated list of approved courses at partner schools will require resources in the Office of Student Affairs. A similar scheme has been tried for exchange in the bachelor programme, but it was demanding in terms of resources and was eventually abandoned.	Majors should be taken at NHH. Maintaining a list of approved courses at partner schools is, based on previous experience, not feasible.

Section	Proposal	Effects				Recommendation	
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴		Cost / implement.
4.5 a/b	<p>It has already been decided that all majors should be open to international students²⁴. The MØA committee proposed the following implementation alternatives:</p> <p><i>Alt. 1:</i> In order to make it possible for international students to complete their introductory mandatory courses in the first semester, these courses should, as a minimum, be offered in English in the autumn semester.</p> <p><i>Alt. 2:</i> To improve the integration of international and national students, the mandatory courses of all the majors [open to international students] should only be taught in English.</p>		<p>The shares of courses in English in BUS and ECO, comparable to those of STR and ECN, respectively, are sufficient to open these majors for international students.²⁵</p> <p>The only core courses (excluding methodology courses) that are not in English are in BUS and FIE. FIE has one core course that is offered in Norwegian, but this is given in English in the same semester. BUS has only one core course (Operations Management) that is given in English in the autumn semester. The most central core courses are either offered in English in the spring semester (BUS400) or not at all (BUS401). Hence, the study quality for international students, if admitted to BUS as it is now, will not be acceptable. On the other hand, the study quality for Nordic students could suffer if core courses are only given in English.</p>	<p>The points discussed under study quality will also affect candidate quality via the effect on achieved learning outcomes.</p>		<p>Possible need for extra duplication of core courses in BUS under alternative 1.</p>	<p>The study quality must be acceptable for all students, including non-Nordic students who can only take courses in English. BUS is the only major where this is a problem at present. The programme manager and the BUS profile coordinator should work with the involved departments to come up with a plan for acceptable study quality at reasonable cost.</p>

Section	Proposal	Effects				Recommendation	
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴		Cost / implement.
4.6 a/b/c/ d/e	<p>The reference group for each major should (as now) have faculty members from the academic departments that are involved in the major, in addition to the profile coordinator.</p> <p>Extend reference groups with one external member and one student representative. The external members at the profile level will replace the external member of the MScEBA reference group.</p> <p>More active role for reference group in the quality assurance work.</p>		<p>Today, master students participate in the quality assurance work in the courses that they take, as well as in the Academic Committee and the reference group for the MScEBA programme. However, these fora mostly discuss program-wide issues. By involving students from the majors in the respective reference groups, we ensure that information about quality issues specific to the majors are quickly passed on to the relevant decision makers.</p>	<p>Currently there is a single external representative for the entire MScEBA programme. It is hard to find a representative with interests/knowledge spanning all the majors, and the representative is therefore not much used in the quality assurance work. By appointing external representatives for each major, we ensure that they have interests/knowledge relevant for the majors, and thus can contribute more actively in the quality work, especially with respect to practical relevance.</p>		<p>Minor administrative costs, e.g., travel costs for external members.</p>	<p>Should be implemented.</p> <p>Student and faculty representatives in the reference groups could be involved once per semester in a meeting with the programme manager to review course evaluations and give input to the course planning process ahead of meetings between the programme manager and the departments.</p> <p>The role of external members should be limited, in order to use their time efficiently, to the spring meeting where more substantial changes to the majors would be discussed.</p>

²⁴ It has already been decided, in our language guidelines (<https://www.nhh.no/om-nhh/sprakpolitiske-retningslinjer/>), that all majors should be possible to take in English.

²⁵ Table 8 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>

Section	Proposal	Effects				Recommendation	
		Admission quality	Study quality	Graduate quality	FT-ranking ⁴		Cost / implement.
Not in original report.	<p>Should we have separate and specialized master's programmes in addition to the siviløkonom programme?</p> <p>Specialized programmes in economics and finance have been proposed / discussed. If the proposed changes to the Auditor Act²⁶ are implemented, MRR will lose its formal role as qualification for auditors, and we need to decide whether we should still have a specialized programme in accounting and auditing.</p>	<p>New programmes can attract students that would not be admitted into the siviløkonom programme, e.g., students with bachelor degrees in engineering or economics.</p> <p>However, new programmes would probably be small relative to our siviløkonom programme, and the quality of the students is uncertain. E.g., in economics, our potential competitors UiO, UiB and NTNU have 45-60, 20-30 and 10-25, respectively, graduating students per year. In comparison, the ECN and ECO majors have a combined intake of 60-70 students per year.²⁷</p> <p>It will be tempting for the departments to lower the admission criteria in order to have more students within their own field.</p>	<p>New specialized programmes, owned by the departments, would have high priority for them. With less attention and resources devoted to our flagship programme, its quality would suffer.</p> <p>It can be challenging to mix students with different pre-qualifications in the same courses, if they are to be open for students in different programmes.</p>	<p>Candidate quality will suffer if resources are reallocated from the siviløkonom programme to programmes with lower admission quality.</p>	<p>A specialized finance programme can take part in specialized pre-experience programme ranking, but this does not count in the European business school ranking.</p>	<p>Will require extra resources (programme-specific courses, programme managers).</p>	<p>Overall consequences for NHH as a business school will be negative. It is better to focus the attention and resources of the departments on the siviløkonom programme.</p>

²⁶ <https://www.revisorforeningen.no/fag/ny-revisorlovgivning/nyheter-ny-revisorlov/revisorutdanningen/>

²⁷ Table 3 in <https://www.nhh.no/contentassets/58b8425649b149eb9379d450ff9f7c37/moa-utvalget-endelig-rapport-12022019.pdf>

Appendix A: Additional data and analyses of the MScEBA majors

Admission quality of the majors

In order to analyze the admission quality of the various majors, as well as the recruitment of PhD scholars from the ECO major and by students from the Research Distinction Track, we have used data about NHH students from 2006 to 2018, as shown in Table 1. The data were extracted from FS and analyzed by Kurt-Rune Bergset at the Office of Student Affairs.

Table 1 shows that there are some discrepancies between the FS data and data sent to the DBH²⁸ database. A possible cause for the discrepancies is that data may have been updated in the FS data base after the reports to DBH were sent.

Table 1. Description of data set in tables 3-5 and figures 1-3.

Årstal	BØA	DBH	Avvik frå DBH		MØA	DBH	Avvik frå DBH		PHD
2006	252	235	17	6,7 %	219	205	14	6,4 %	18
2007	380	360	20	5,3 %	249	210	39	15,7 %	20
2008	391	355	36	9,2 %	309	270	39	12,6 %	19
2009	375	355	20	5,3 %	401	355	46	11,5 %	26
2010	396	365	31	7,8 %	520	490	30	5,8 %	13
2011	362	350	12	3,3 %	491	440	51	10,4 %	23
2012	379	360	19	5,0 %	606	555	51	8,4 %	22
2013	432	420	12	2,8 %	598	540	58	9,7 %	19
2014	420	400	20	4,8 %	640	585	55	8,6 %	21
2015	425	390	35	8,2 %	712 ²⁹	620	92	12,9 %	20
2016	389	390	-1	-0,3 %	674 ³⁰	660	14	2,1 %	14
2017	343	315	28	8,2 %	667	585	82	12,3 %	28
2018	368	385	-17	-4,6 %	651	635	16	2,5 %	21
Total	4 912	4 680	232	4,7 %	6 737	6 150	587	8,7 %	264
Total	11 913								

Table 2 shows the different categories in the data set. Since individual students are identified, we are able to follow them through their studies at NHH, and we can, e.g., look at the bachelor grades for students that chose a particular major in the master programme.

Table 2. Categories within the data set.

Group	Frequency
Only BØA	1 680
Only MØA	3 447
Only PHD	162
Overlap BØA and MØA (not PHD)	3 190
Overlap MØA and PHD (not BØA)	60
Overlap BØA and PHD (not MØA)	2
Overlap BØA, MØA and PHD	40
Total	8 581 (11 913³¹)

²⁸ <https://dbh.nsd.uib.no/omdbh/index.action>

²⁹ 2015: Sletta éi oppføring på MBA (stud hadde tidlegare MØA-grad).

³⁰ 2016: Sletta éi oppføring på MBA (stud hadde tidlegare MØA-grad).

³¹

Table 3. Bachelor grades for master candidates with bachelor from NHH (upper number = mean, lower number = standard deviation).

Major	Bachelor courses				Total
	BED	MET	SAM	SOL	
BUS	3.14 0.46	3.17 0.47	3.15 0.46	3.16 0.47	3.15 0.46
ECN	3.15 0.41	3.18 0.4	3.17 0.4	3.14 0.39	3.16 0.4
ECO	3.47 0.49	3.5 0.47	3.49 0.48	3.48 0.49	3.48 0.48
ENE	2.93 0.48	2.94 0.47	2.94 0.47	2.93 0.49	2.93 0.48
FIE	3.28 0.5	3.31 0.51	3.28 0.5	3.3 0.51	3.29 0.5
INB	2.82 0.45	2.84 0.45	2.84 0.47	2.86 0.46	2.84 0.46
MBM	2.73 0.42	2.74 0.43	2.74 0.42	2.71 0.42	2.73 0.42
MIE	2.83 0.38	2.88 0.41	2.81 0.41	2.84 0.39	2.84 0.4
SAM	3.25 0.44	3.28 0.43	3.25 0.45	3.29 0.45	3.27 0.44
STM	2.69 0.43	2.71 0.45	2.7 0.43	2.71 0.44	2.7 0.44
STR	2.77 0.42	2.78 0.43	2.77 0.42	2.77 0.42	2.77 0.42
Total	3.11 0.52	3.14 0.53	3.12 0.52	3.13 0.53	3.13 0.52

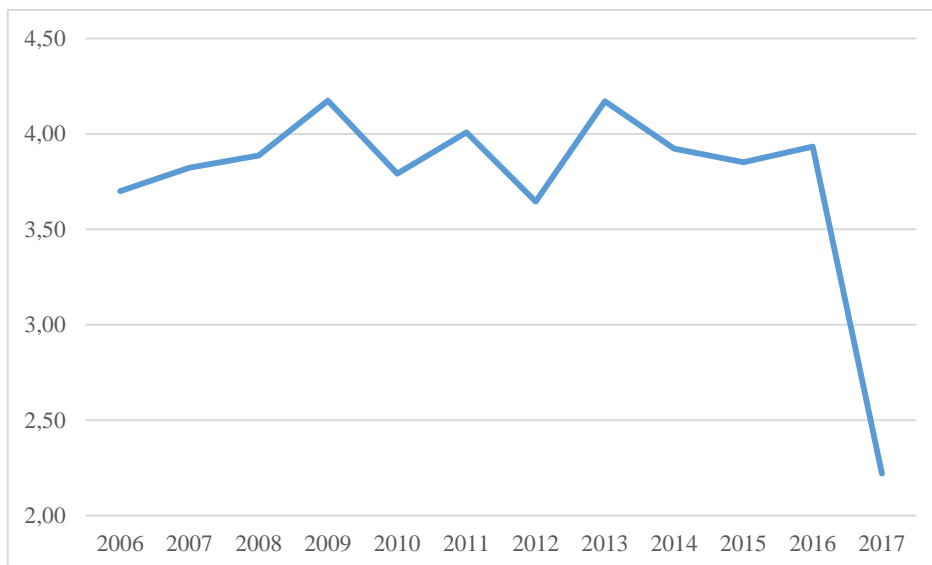


Figure 1. Average bachelor grade for ECO students recruited from the NHH bachelor's programme. Horizontal axis shows year of graduation from the bachelor's programme. 2017 has only 1 candidate.

ECO / RDT and recruitment of PhD research scholars

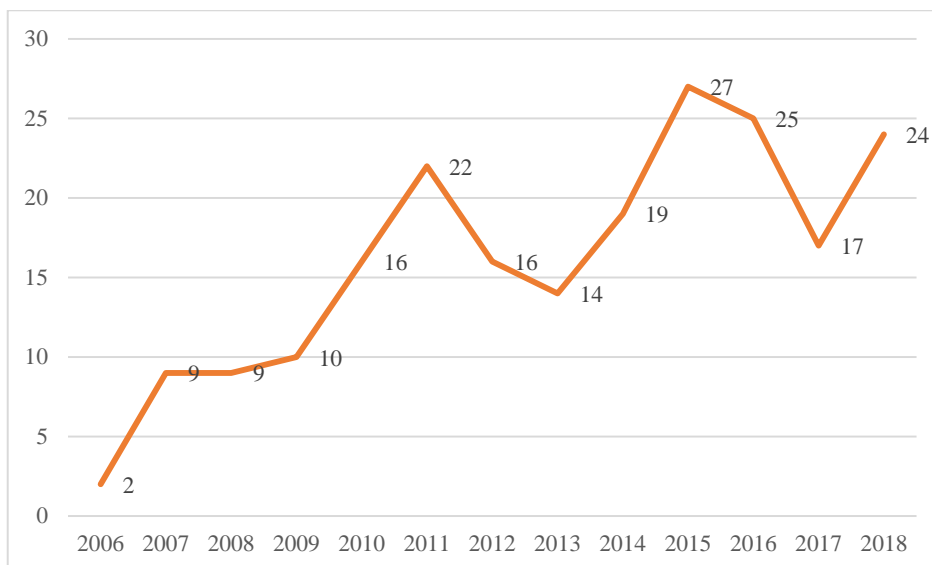


Figure 2. ECO graduates per year (2006-2018).

Table 4. Recruitment of PhD research scholars from MScEBA majors.

Major	Candi- dates	Freq.	% of cand.	% av recr.
ECO	210	18	8.6 %	18 %
FIE	2275	17	0.7 %	17 %
EPM	10	0	0.0 %	0 %
SAM	199	2	1.0 %	2 %
ECN	110	0	0.0 %	0 %
MASTER	3	0	0.0 %	0 %
BUS	1579	11	0.7 %	11 %
ENE	347	12	3.5 %	12 %
INB	390	18	4.6 %	18 %
MIE	96	2	2.1 %	2 %
STR	161	3	1.9 %	3 %
MBM	175	3	1.7 %	3 %
STM	570	9	1.6 %	9 %
ALLE	53	2	3.8 %	2 %
IB	35	1	2.9 %	1 %
COM	2	0	0.0 %	0 %
LHR	16	2	12.5 %	2 %
Total	6231	100		100 %

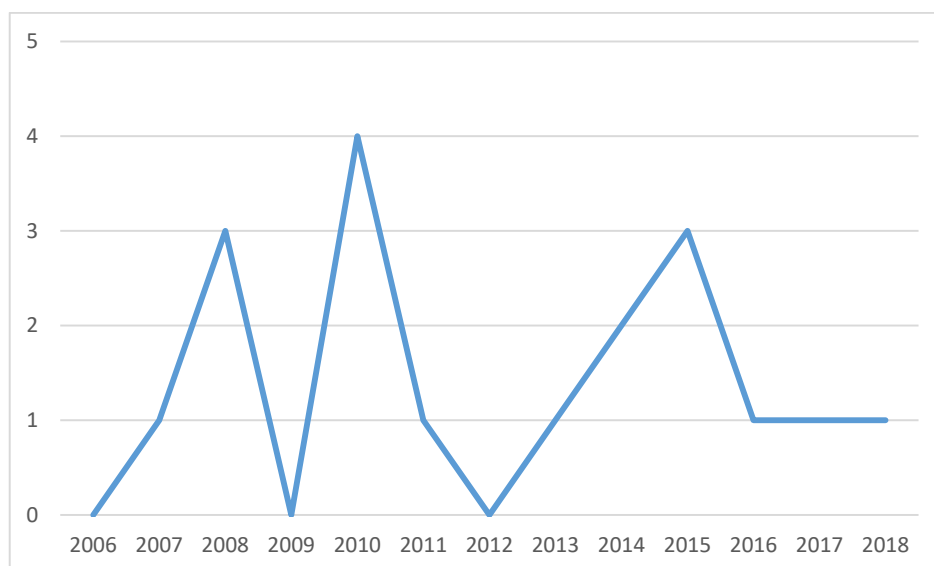


Figure 3. Recruitment of PhD scholars from ECO over time.

Table 5. Recruitment of PhD research scholars from RDT (2015-2018).

Major	Candi- dates	PhDs recruited	RDT		
			Total	RDT + Phd	% of recr.
ECO	117	6	30	3	50 %
FIE	1348	8	4	2	25 %
EPM	10	0	0	0	0 %
SAM	176	1	0	0	0 %
ECN	0	0	10	0	0 %
BUS	856	6	1	1	17 %
ENE	193	4	2	0	0 %
INB	309	4	0	0	0 %
MIE	96	0	0	0	0 %
STR	161	0	0	0	0 %
MBM	78	0	0	0	0 %
STM	254	7	1	1	14 %
ALLE	52	0	0	0	0 %
IB	34	0	0	0	0 %
COM	2	0	0	0	0 %
LHR	16	0	0	0	0 %
TOTAL	3585	36	48	7	15 %

International student intake in the MScEBA majors

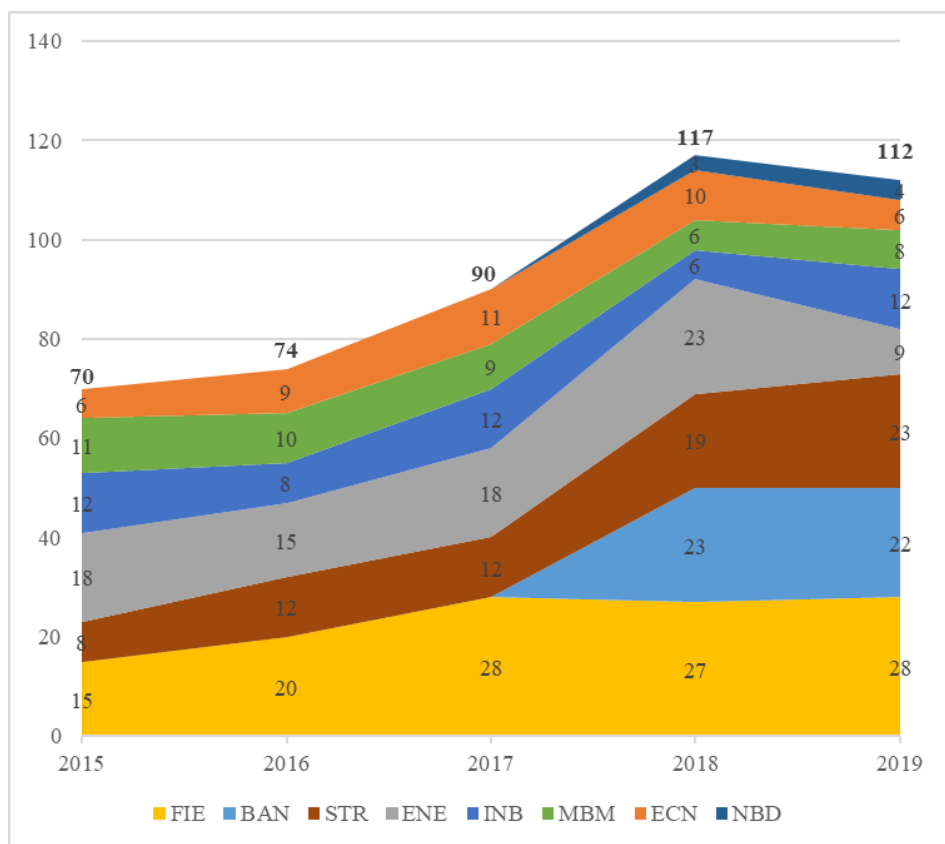
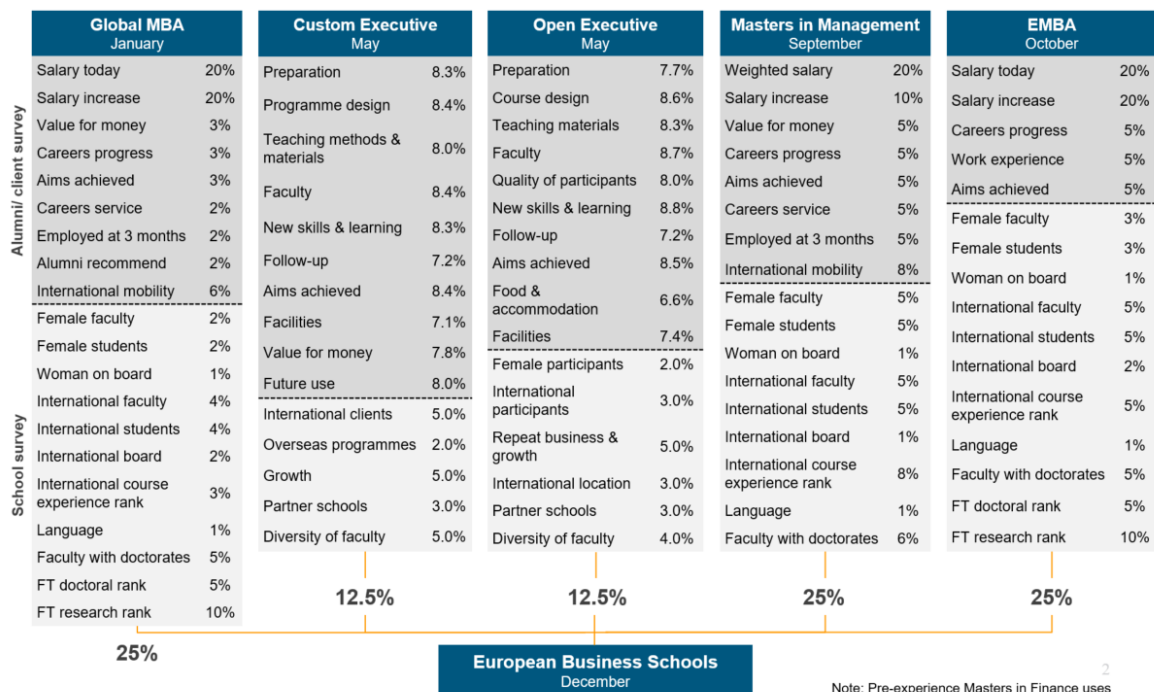


Figure 4. New international students per major.³²

³² 2019-numbers are projections based on accepted offers per 19/6-2019 and the same rate of no-shows as in 2018. In 2018, 152 students had accepted our offers per 20/6, but only 117 (77 %) showed up. The accepted offers per 19/6-2019 were as follows: FIE 36; BAN 29; STR 30; ENE 12; INB 15; MBM 10; ECN 8; NBD 5; Total 145.

Financial Times business education rankings



Source: FT, NHH/James Hosea

Note: Pre-experience Masters in Finance uses same categories and weightings as MIM ranking

Figure 5. Criteria in the FT-rankings. Presentation by James Hosea, 21/8-2018.

Appendix B: Economics programmes in Norway

Table 6. Economics programmes at UiB (source: DBH).

Studieprogramnavn	2013	2014	2015	2016	2017	2018
Bachelorprogram i politisk økonomi	5	5	10		5	5
Bachelorprogram i samfunnsøkonomi	60	65	60	40	70	55
Masterprogram i samfunnsøkonomi	20	25	20	25	30	25
Profesjonsstudium i samfunnsøkonomi	5	5	5		10	5
Sum	90	100	95	70	115	85

Table 7. Economics programmes at UiO (source: DBH).

Studieprogramnavn	2013	2014	2015	2016	2017	2018
Samfunnsøkonomi bachelor	30	45	35	20	35	35
Samfunnsøkonomi master	45	50	60	50	45	45
Samfunnsøkonomisk analyse (5 år)	15	20	25	10	20	10

Table 8. Economics programmes at NTNU (source: DBH).

Studieprogramnavn	2013	2014	2015	2016	2017	2018
Finansiell økonomi - masterstudium	10	15	15	10	15	20
Politisk økonomi - bachelorstudium		5	5	5		
Samfunnsøkonomi - bachelorstudium	5	25	40	40	60	55
Samfunnsøkonomi - masterstudium	25	15	15	20	10	20
Samfunnsøkonomi (5-årig) - masterstudium	5	10	5	10	15	15
Sum	45	70	80	85	100	110

To: STUD/Kjetil Sudmann Larssen

From: FIN

16 September 2019

Response on hearing invitation: Structural improvements in the MScEBA (MØA) program at NHH

The Program Leader of MØA has given his evaluation and recommendations of the proposals put forward by the "MØA committee", which considers the structure and the quality of the MScEBA program.

The MØA committee noted in its report that the MScEBA courses are loosely organized into flexible majors and there are few if any mandatory course requirements in them. The committee agreed on some broad recommendations:

1. Majors and courses must be sustainable in terms of student numbers.
2. The future majors should be more distinct and focused than the current majors.
3. To enable more progression, the number of mandatory courses should be increased.
4. The number of courses in MØA should be reduced.

FIN agrees with these general recommendations.

Below we comment on some of the recommendations of the Program Leader and the MØA committee:

FIN supports the Program Leader's recommendation to let majors have sub-tracks, which will be shown on the students' transcripts. For the FIE major, this is important for several reasons: To allow students to tailor the profile to suit their interest; to allow for progression and let students acquire more in-depth knowledge, and; to better signal expertise to employers.

FIN supports the Program Leader's recommendation to remove the minor requirement, but keep the option of labeling a minor.

FIN supports the recommendation from the MØA committee members Doppelhofer, Kinserdal and Mæland that mandatory courses in the majors should be taught only in English, to improve the integration of international and national students. This is especially important in the first semester of the master program when the students get to know each other and establish networks.

The Program Leader recommends not to establish separate and specialized master programs and gives the following reasons for this conclusion:

1. the quality of the students is uncertain, and it will be tempting for the departments to lower the admission criteria to have more students within their respective fields,
2. departments will give less attention and resources devoted to the flagship program,

3. candidate quality will suffer if resources are reallocated from the siviløkonom program to programs with lower admission quality.

FIN agrees that it is important to avoid a lower admission quality. However, the reason FIN has proposed to establish an MSc in Finance (MiF) program is to increase education quality and attract the best students to NHH.

To avoid the negative consequences mentioned in the three points above, FIN proposes that NHH introduces the same admission requirements for a separate MSc in Finance as for MØA. Hence, MiF students should be admitted from the same pool of applications as for MØA. Then the students who apply for the MiF program will be enrolled in the program only if they score at least as high as students enrolled in MØA. This ensures that NHH only admits the best students.

Moreover, as the admission requirements for MiF and MØA will be the same, the same courses can be offered in MiF and MØA, allowing us to use faculty resources efficiently. Most of the students will still choose the flagship program, MØA, so that the finance specialization in MØA will still be the most important program for the finance department.

Also, if NHH puts a low cap on the number of students admitted into the MiF, for example 50 students, the quality of the students admitted will likely be high. This would increase the probability that an MSc in Finance program at NHH will do well in the FT ranking of the best master in finance program globally.

The MØA committee's report proposes to give the major in finance the official name "Finance", with the corresponding course code "FIN". FIN agrees and recommends that the official names "Financial economics" and "Finansiell økonomi" are changed to "Finance" and "Finans". Correspondingly, the major's course code should be changed from "FIE" to "FIN". There are several reasons why we make this recommendation:

- Most peer business schools use the name "Finance" for comparable programs and specializations, i.e., for a professional degree in finance. This includes the main Nordic business schools as well as the top business schools in Europe and the US. Thus, using the term "Finance" may attract more national and international students interested in a professional degree in finance.
- The international version of FIE has since its start and up to now used the title "Finance" on NHH webpages for marketing and information purposes, even if the official name all the time has been "Financial Economics".
- Students and teachers typically use the term "Finans" when they refer to the major, even if the official name is "Finansiell økonomi".
- The Office of Communications and Marketing recommends to change the title from "Finansiell økonomi" to "Finans" as tests using Google Search Trend show that very few searchers use the term "finansiell økonomi." The searchers prefer "finans," and even though NHH performs well for this search term in Google searches, there is a risk that searchers will choose to go to BI's site, since BI uses "Master i finans" as the title on the Google search page.

NHH



NHH
Seksjon for utdanningskvalitet
v/ Kjetil Sudmann Larssen

Bergen, 16.09.2019

Høringsuttalelse fra Foretak om endringer i MØA

Institutt for foretaksøkonomi er i hovedsak positive til programlederens forslag til endringer. For områder hvor vi er uenige, se spesielt punktene 4 (om å slå sammen NBD og MBM) og punkt 9 (om å ha spesialiseringer innen en hovedprofil på vitnemålet):

1. Legge ned INB profilen: Vi er enige i forslaget til programleder.
2. Beholde ECO: Det er argumenter begge veier. Det er vanskelig å differensiere ECO profilen tilstrekkelig fra ECN, FIE, BAN og BUS, og det er spesielt problematisk om NHHs profil i Economics fremstår som «ikke advanced» på grunn av den nært beslektede ECO-profilen. På den annen side er dette en profil som tiltrekker seg flinke studenter, som gis anledning til å ta mange avanserte kurs. Slik sett er det argumenter både for å legge ned ECO og for å beholde profilen «noen år til».
3. Legge ned RDT: Vi er enige i forslaget. Dette synes ikke å ha fungert etter intensjonen. Det er bedre å ansette studentassistenter og å lønne dem gjennom deltids-stipendiatstillinger, som knytter studentene opp mot instituttene.
4. Slå sammen NBD og MBM: Vi er ikke enige i dette forslaget. Vi mener det er viktig å beholde NBD som egen profil, eller som frittstående støtteprofil, for å synliggjøre NHHs tilbud innenfor dette området. Vi kan ikke se at NBD og MBM faglig sett passer sammen. MBM representerer bare en undermengde av kurs med relevans for arbeid med oppstartsbedrifter.
5. Oppgradere CEMS til hovedprofil: Vi er enige med programleder i at CEMS ikke bør oppgraderes på denne måten.
6. Endringer i BUS profilen: Vi er enige i at BUS, som de andre profilene, må videreutvikles. Det er imidlertid ikke naturlig at denne profilen behandles annerledes enn de andre profilene på MØA, og utviklingsarbeidet bør derfor følge samme mal og prosess som for de andre profilene. Vi støtter at Operations Management beholdes som en integrert del av BUS. Instituttet har ikke fagpersoner til å utvikle og tilby en egen profil i Operations Management, og vi tror ikke at studenttilfanget vil kunne forsvare det. Vi er imidlertid positive til å utrede mulighetene for på sikt å etablere en hovedprofil innen Shipping & Logistics.

7. Øke det obligatoriske innholdet i profilene: Her er det argumenter både for og imot. I brede profiler kan det være argumenter for å tillate større valgfrihet. De vil da enten kunne spesialisere seg innen et tema, eller velge bredere fra flere tema. Det er bra for næringsliv og offentlige virksomheter at våre kandidater har kompetanse som utfyller hverandre. Det er ikke noe mål i seg selv at alle er like. MØA-studentene har fundamentet fra bachelor som gjør det mulig å la de velge friere på master. På den annen side kan det være visse tema som alle bør kunne (hvis ikke dette har vært behandlet på bachelor). Instituttet mener derfor at en viss fleksibilitet, med mulighet for unntak, er fornuftig, slik programlederen anbefaler. Profilene er svært ulike, og det er ikke gitt at den samme løsningen er optimal for alle profilene når det gjelder obligatoriske elementer.
8. Obligatoriske elementer, som kjernekurs og metodekurs, må være mulig å ta i det første studieåret til studentene: Vi er enige i programlederens forslag her. Det ville være uheldig å kreve at alle kurs skulle kunne tas i høstsemesteret. Vi må også ta hensyn til norske studenter som begynner i vårsemesteret og at det bør være et godt tilbud av obligatoriske kurs både høst og vår for alle våre studenter.
9. Spesialiseringer innen hovedprofiler på vitnemålet: Instituttet er uenige i dette forslaget. Vi mener at dette er unødvendig fordi arbeidsgiver ser hvilke kurs kandidaten har tatt. Spesialisering vil dessuten gi et komplisert vitnemål, med tre nivåer for å beskrive utdanningen: MØA, profil og spesialisering. Det bør være tilstrekkelig med to nivåer.
10. Krav om å ha gjennomført obligatoriske kurs før studentene får tildelt veileder. Vi er enige med programleder i at dette er et komplisert forslag, og vi er usikre om det er behov for tiltak i denne retning. Vi har ikke observert at dette er et stort problem i praksis, og det er derfor unødvendig å innføre byråkratiske rutiner på dette området.
11. Fjerne krav om støtteprofil: Vi er enige i forslaget til programlederen.
12. Hovedprofil skal tas på NHH: Vi er enige i forslaget til programlederen.
13. Språk på obligatoriske kurs: Vi er enige i forslaget til programlederen at vi må se på kjernekursene i BUS når det gjelder språk, slik at det blir et godt tilbud til både engelskspråklige studenter (som begynner på høsten) og norskspråklige studenter (som begynner både høst og vår). Vi er ikke enige i at den beste løsningen er å tilby alle kurs på engelsk på høsten. Det gir ikke det beste tilbudet verken for våre norskspråklige eller våre engelskspråklige studenter.
14. Eksterne medlemmer av referansegrupper: Vi er enige i forslaget, gitt at referansegruppene brukes aktivt. I dag er det flere profiler hvor referansegruppene ikke brukes selv når større endringer i profilene skal gjøres. II'ere som har en fot både i den praktiske og akademiske verden kan være gode kandidater for referansegruppene.
15. Spesialiserte mastergrader: Vi er enige i programleders konklusjon. NHH er ikke tjent med å åpne for spesialiserte mastergrader nå. MØA er en stor suksess. Studentene søker seg til NHH, kandidatene er attraktive i arbeidsmarkedet og det er en god modell for tilbudssiden på NHH, som gjør at vi kan tilby våre ulike fagområder til en stor gruppe studenter.

Før vi skrev høringsuttalelsen har vi invitert alle instituttets medlemmer til å komme med innspill. Høringsuttalelsen er så forankret i instituttets ledergruppe.

På vegne av institutt for foretaksøkonomi



Iver Bragelien, Nestleder

Kjetil Sudmann Larssen

From: Beate Sandvei
Sent: mandag 16. september 2019 15:57
To: Kjetil Sudmann Larssen
Subject: Høring - endringsforslag MØA - FSK har ingen konkrete høringsinnspill

Hei,

FSK tar rapporten «Structural improvements in the MscEBA (MØA) programme at NHH- evaluation and recommendations» til etterretning, men har ingen konkrete høringsinnspill.

Rapporten er blitt sendt på sirkulasjon på instituttet, men jeg har ikke fått noen tilbakemeldinger. Jeg har lest rapporten med stor interesse, og synes det ser ut som om det har vært en grundig prosess i evalueringen av masterprogrammet, men har ingen tilbakemeldinger ut over det.

Beste hilsen

Beate Sandvei

Kjetil Sudmann Larssen

Seksjonsleder / Head of Section

Seksjon for utdanningskvalitet / Section for Quality Assurance

Norges Handelshøyskole / NHH Norwegian School of Economics

**Høring – forslag til endringer i Masterstudiet i økonomi og administrasjon;
tilbakemelding fra Institutt for Regnskap, Revisjon og Rettsvitenskap v/ ledelsen og styret**

As requested in mail August 26. 2019, the department of Accounting, Auditing and Law gives comments to the proposal from Endre Bjørndal, Programme Leader of the MScEBA ('MØA').

The process:

Utdanningsutvalget gave the mandate March 9, 2018. We were asked to have a speedy process, and the committee had a series of meetings, work in June and August/September 2018, and concluded. Draft report came, however, in December 2018 – with several conclusions controversial for several of the committee-members, but the report was finalized and sent in February 12, 2019. 6 months later - and over a year since we started - the suggestions are sent out in a hearing. We think the overall process has been too slow.

The committee had representatives from students and all departments, including the heads of the departments or members working closely with the heads of the departments. The committee worked to reach agreements on difficult issues, and the final recommendations were achieved after long discussions and represent balanced views from students and all departments at NHH.

We observe that the Programme Leader's recommendations sent out on this hearing *differs from many of the committee's recommendations.*

Out of the 14 recommendations from the Programme Leader;

- Only 3 are the same as the committee suggested
- 2 are similar, but with alterations
- 4 are recommended to be discussed further/delayed
- 3 are rejected
- 1 recommendation is included which the committee did *not* discuss; was out of scope
- Where alternative recommendations were given, only the Programme Leader's recommendations in the committee are proposed by the Programme Leader.

In addition, at least one of the committee's recommendations are *not* included in the Programme Leader's recommendations (ensure progression by introducing mandatory 'advanced' courses in every profile, procedures for reducing number of courses, strengthen role of profile coordinator).

We recognize many personal points of views from the Programme Leader in the recommendations sent out. These personal points of view were discussed in the committee, but in many cases did not end up as final recommendations by the committee. We question this way of running a process, and the way a committee representing students and all departments from NHH is used in a process.

The recommendations by the Programme Leader

The recommendations by the Programme Leader in our opinion *does not* solve the fundamental issues and recommendations that the committee addressed in their report (quotes from the report):

‘Based on the above discussion, we make the following broad recommendations that will form the basis for the more detailed recommendations...:’

1. *Majors must be sustainable in terms of student numbers.
Some of the current majors have very few students and should be discontinued.*
2. *The future majors should be more distinct and focused than the current majors.*
3. *The amount of mandatory content should be increased, in order to enables more courses with progression.*
4. *The number of courses in the programme should be reduced.*
5. *We need to strengthen our quality assurance mechanisms in order to maintain the quality and relevance of the majors at a reasonable cost. ‘*

Based on the recommendations from the Programme Leader the result will be:

1. We will still have 9 majors – some with very few students, only down one from the current 10.
IRRR recommends that more majors are merged/discontinued – as suggested by the committee.
2. We will continue with the very unclear BUS-major. It is not clear for the students nor the employers what the BUS-students are good at or what type of jobs the BUS-major is suited for.
IRRR strongly recommends s that BUS is demerged into two majors; one major targeted towards becoming a CFO (‘Business performance and analysis’) and one major targeted becoming a COO/management consultant (‘Operational and technological management’).
3. There will only be modest increase in the amount of mandatory content per major.
IRRR recommends more increase of mandatory content and more structure in a major.
There will no mandatory requirements for having ‘advanced’ courses in a profile.
4. There are no recommendation for a reduction of number of courses. Today NHH has ap. 160 courses. This in our opinion is a waste of resources, reduces the quality per course, as resources are scarce.
IRRR recommends fewer courses, and a system for keeping the numbers of courses down.
5. Only modest changes are recommended by the Programme Leader to strengthen the quality assurance mechanisms.
IRRR recommends that the recommendations from the committee are implemented, including a stronger role of profile coordinators to stop courses and accept new courses.

Bergen September 13, 2019

Unanimous vote by
Board of the department of Accounting, Auditing and Law
And unanimous vote by the leadership team at the department

Hørings svar fra SAM om forslag til endringer Masterprogrammet i økonomi og administrasjon

Background

The Department of Economics is planning to restructure the Economics profile to modernize the course portfolio and align it with the demand from the employers and the research focus of the profession and faculty. A committee is preparing a proposal to how we can improve the structure and content of the ECN profile. Our comments are related to the development of the ECN profile and how we see the future role of the ECO profile.

ECN (Economics profile)

By now, the economics profile contains three mandatory courses (ECN 401 Applied microeconomics, ECN400 Macroeconomics and ECN402 Econometrics) that amount in total to 22.5 ECTS points. The renewed profile will help students assemble a clear course package and ensure progression to a higher degree by suggesting three clear tracks within the profile. The tracks are determined by three clear career paths economics students from NHH commonly take. As we see it the proposed development the ECN profile will fit well with the proposal of the "MØA utvalg" i) by including a significant set of mandatory courses (22.5 ECTS) and ii) by offering a path of more advanced courses in three different tracks where each track will offer distinct job opportunities. We support that tracks should be used to signal specialization on student transcripts.

The coexistence of ECO and ECN

The committee at the department discussed merging the ECO into the ECN profile. Under the revised structure of the ECN profile, it would be possible to add the ECO profile as a fourth track. The Department of Economics, however, suggests that NHH should discuss more thoroughly the intention behind the ECO profile before considering any merger. The ECO profile was designed to be a signal for very few distinct students who wanted to show their high competence and level analytical skills to the market and a profile where NHH attempted to have small, high-quality classes. Having the ECO profile as part of the ECN profile likely defies this signaling purpose, as the profile will not be as distinct anymore. If NHH aims to keep a distinct track for especially skilled students, it might be useful to more clearly show that in the name of the profile and consider how we can make it attractive for departments to allocate resources to teach small classes.

Best regards,

Arbeidsutvalget

The Department of Economics

Kjetil Sudmann Larssen

From: Malin Arve
Sent: onsdag 4. september 2019 15:21
To: Kjetil Sudmann Larssen
Subject: RE: Høring - forslag til endringer i Masterstudiet i økonomi og administrasjon

Follow Up Flag: Flag for follow up
Flag Status: Flagged

Hei Kjetil,

Har lest gjennom forslaget og støtter det. Dersom det blir gjennomført kommer det til å bli mye jobb for profilkoordinator, spesielt på BUS. Håper at det kommer et klart, tydelig og sterkt mandat som gjør profilkoordinatorjobben med å gjennomføre større endringer lettere.

Malin

Malin Arve

Associate Professor / Førsteamanuensis
 Department of Business and Management Science / Institutt for foretaksøkonomi

NHH Norwegian School of Economics / Norges Handelshøyskole

(+47) 55 95 91 52 / 463 14 418

<https://www.nhh.no/en/employees/faculty/malin-arve/>

<https://sites.google.com/site/malinarve/>



From: Kjetil Sudmann Larssen <Kjetil.Larssen@nhh.no>

Sent: torsdag 29. august 2019 10:52

To: Jan Ingvald Meidell Haaland <Jan.Haaland@nhh.no>; Bram Timmermans <Bram.Timmermans@nhh.no>; Christine B. Meyer <Christine.Meyer@nhh.no>; Francisco Santos <Francisco.Santos@nhh.no>; Gernot Peter Doppelhofer <Gernot.Doppelhofer@nhh.no>; Lars Jonas Andersson <Jonas.Andersson@nhh.no>; Leif Egil Hem <Leif.Hem@nhh.no>; Malin Arve <Malin.Arve@nhh.no>; Mette Helene Bjørndal <Mette.Bjorndal@nhh.no>; Stein W. Wallace <Stein.Wallace@nhh.no>; Trond E. Olsen <Trond.Olsen@nhh.no>

Cc: Endre Bjørndal <Endre.Bjorndal@nhh.no>; Linda Nøstbakken <Linda.Nostbakken@nhh.no>

Subject: Høring - forslag til endringer i Masterstudiet i økonomi og administrasjon

Til:

Alle profilkoordinatorer
 CEMS Academic Director,

Ved en feil ble dere ikke inkludert i listen over høringsinstanser da denne gikk ut på mandag. Jeg beklager det! Se høringsbrev (nedenfor) og vedlagte forslag til endringer i MØA fra programleder Endre Bjørndal.

Beste hilsen,

Kjetil Sudmann Larssen

Seksjonsleder / Head of Section

Seksjon for utdanningskvalitet / Section for Quality Assurance

Norges Handelshøyskole / NHH Norwegian School of Economics
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From: Kjetil Sudmann Larssen
Sent: mandag 26. august 2019 20:31
To: Se liste
Subject: Høring - forslag til endringer i Masterstudiet i økonomi og administrasjon

Til:
 Alle institutt
 Forskningsadministrativ avdeling/Doktorgradsutdanningen
 NHH Executive
 NHHS
 Programleder BØA
 Programleder MRR
 STA ved seksjonene

Høring – forslag til endringer i Masterstudiet i økonomi og administrasjon

I vår leverte det såkalte MØA-utvalget sin rapport om mulige endringer i Masterstudiet i økonomi og administrasjon. Med utgangspunkt i den prosessen og påfølgende diskusjon i Utdanningsutvalget har programleder for MØA gjennomgått de ulike forslagene og kommet med sitt forslag til endringer. Disse sendes nå på høring i organisasjonen før videre behandling. Det begrunnede forslaget (kun på engelsk) er vedlagt.

Høringsinstansene bes sende sine innspill til Kjetil.Larssen@nhh.no senest i løpet av mandag 16. september. For ordens skyld setter vi pris på beskjed fra høringsinstanser som ikke ønsker å uttale seg, så vet vi at det ikke kommer.

Beste hilsen,
Kjetil Sudmann Larssen
 Seksjonsleder / Head of Section
 Seksjon for utdanningskvalitet / Section for Quality Assurance
 Norges Handelshøyskole / NHH Norwegian School of Economics
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To: Kjetil Sudmann Larssen, Section for Quality Assurance

From: CEMS Academic Director Jan I. Haaland

Date: 13 September 2019

Topic: Comments to «Structural improvements in the MScEBA (MØA) programme at NHH – evaluation and recommendations” by Endre Bjørndal.

On behalf of the CEMS team at NHH, I appreciate the possibility to comment on the report and the recommendations. I will limit our comments to the points related directly or indirectly to CEMS MIM. Our main input to the process is to confirm that we agree with the recommendation made for CEMS MIM to continue formally as a minor in MØA. As the recommendation regarding CEMS MIM differs from the proposal in the report from the MØA committee, I will elaborate on why we support this.

CEMS MIM as minor

CEMS MIM is a one-year programme fully integrated in MØA, and it is taken as either the first or the second year in MØA. For the students, it counts formally as a minor plus electives. Given the size and content of CEMS MIM (more than 60 ECTS), it has previously been discussed whether it would be an advantage to offer it as a major (in addition to the option as a minor), and that discussion was reflected in the MØA committee’s report. However, for various reasons, we have now reached the conclusion that the present structure works very well and should be continued.

The main reason is that this structure gives the CEMS students a unique opportunity to combine any of the majors in MØA with their “second specialisation” in international management. They thus get a very solid basis for an international career, as they achieve both deep knowledge in their chosen major, and broad, cross-disciplinary skills and competences related to international management. In addition to course work, CEMS MIM gives the students hands-on experience through internships, business projects and skill seminars.

In March 2019 a CEMS Peer Review Team (PRT) visited NHH and assessed our CEMS MIM programme and our work related to CEMS. The PRT highlighted the possibility to combine CEMS MIM with a broad set of specialisations (majors) as a clear advantage for the students.

Another reason for keeping the present structure has to do with the application process. As it is now, bachelor students at NHH can apply for CEMS MIM in their final year at the bachelor level, while externally recruited master students can apply during their first year in the master programme. If CEMS MIM were to become a major, all students would have had to apply and be accepted to CEMS MIM prior to entering MØA. That would have limited the opportunities, in particular for external candidates, in addition to increasing the administrative burden.

One of the main reasons for considering CEMS MIM as a major was to increase the visibility and attractiveness of CEMS MIM. However, we have now concluded that there are other and better ways of doing this. Following the report from the PRT – in which one of the recommendations was to strengthen the CEMS brand within and outside the school – we have developed an action plan addressing this topic. A key element of the action plan is to improve the dissemination of information about CEMS MIM amongst students and to treat CEMS MIM in line with the majors in all information sessions about MØA. This has already been implemented in the Welcome Week 2019, with very good response from the new master students.

As part of the action plan, we will also improve the dissemination of information about CEMS to faculty and staff, and make sure that CEMS MIM is treated in line with the majors in our quality system and in meetings and other fora where the master programmes are discussed.

Hence, we support the recommendation to continue to have CEMS MIM as a minor, and to use other measures to ensure increase visibility and attractiveness. It should also be added that there is a record number of new CEMS MIM students at NHH this semester, so even before the new measures were implemented, the programme has proven its increasing attractiveness.

Other points and recommendations of relevance for CEMS MIM

Minor requirement (section 4.4. a/b/c): As noted above, CEMS MIM formally counts as a minor. From our point of view, it is of utmost importance that CEMS MIM is clearly marked on the students' diplomas and transcripts in the future as well. As long as the minor option remains, that should be no problem. If the minor option were to be removed, there must be other ways of signalling that the CEMS students have completed the CEMS MIM as part of their master studies at NHH.

Allocation of supervisor for master thesis (section 4.3 f): For CEMS students taking CEMS MIM as their second year in MØA, there is a need for flexibility with regard to the allocation of supervisor. In particular, they need to start their thesis work early and stretch it over several semesters. Hence, a strict requirement to have completed a certain number of core courses before they apply for supervisor would make it difficult to complete both MØA and CEMS MIM on time. We thus ask for sufficient flexibility in the implementation of a possible new rule to ensure that CEMS MIM students still have the option of applying early for supervisor.

Reference group (section 4.6): So far, there has not been a formal reference group for CEMS MIM, but given the wish to treat CEMS MIM in line with the majors, it should be considered whether it would be beneficial to have a reference group for CEMS as well, and if so, how it should be composed to ensure that it adds value to the quality of CEMS MIM.

NHH
Seksjon for utdanningskvalitet
v/ Kjetil Sudmann Larsen

Bergen, 16.09.2019

Høringsuttalelse fra profilkoordinator for ECO om endringer i MØA.

Viser til e-mail av 29.08.19. Denne uttalelsen er begrenset til i hovedsak endringer som direkte berører ECO-profilen.

Det er gledelig at programleder foreslår å beholde ECO, og dette støttes selvsagt. Profilen har tiltrukket seg gode studenter, og har blant annet bidratt på en god måte til rekruttering av studenter til NHHs doktorgradsprogram.

Et viktig aspekt ved profilen er at den er tverrfaglig, og gir studentene en mulighet til å kombinere emner fra finansiell økonomi, samfunnsøkonomi og økonomisk styring. Analyseverktøyet er felles, og gir studentene muligheter til både å gå i dybden og se sammenhenger mellom fagene. Dette skiller profilen fra for eksempel en ren profil innen samfunnsøkonomi, og er noe som en handelshøyskole har en unik mulighet til å tilby i forhold til universitetene.

Profilen bør absolutt åpnes for internasjonale studenter. Det ligger vel til rette for dette, ettersom mesteparten av kursene i profilen allerede undervises på engelsk. En gjennomgang av profilens innhold med sikte på en viss fornyelse synes også fornuftig.

For en profil som ECO synes det ikke optimalt å øke det obligatoriske innholdet i profilen. Den har nå ett obligatorisk felleskurs samt et krav om et kurs i empirisk metode, som kan dekkes av et kurs i økonometri eller tidsrekke-analyse. Det analytiske nivået på kursene i denne profilen synes i seg selv å sikre en faglig progresjon uten flere krav om obligatoriske kurs.

Eksterne medlemmer i referansegrupper kan være gunstig i større profiler, men kan være noe upraktisk i mindre profiler som Eco. Et generelt krav om dette kan derfor være uheldig. Det synes bedre å åpne for en viss fleksibilitet, der en blant annet kan ta hensyn til profilenes faglige innretning.

Trond E. Olsen (sign)
Profilkoordinator ECO

Response to: Structural improvements in the MScEBA (MØA) programme at NHH – evaluation and recommendations

From: Bram Timmermans¹ (Coordinator NBD)

I fully agree that the NBD major profile should be discontinued in its current form if it does not reach satisfactory number of students. Nevertheless, having an innovation and entrepreneurship identify is an important signal:

- Our stakeholders have always reacted positively on the fact that we started a profile in Innovation and Entrepreneurship.
- The schools we measure us with have programs/profiles where innovation and entrepreneurship is central.
- Individual courses in the NBD profile are popular and highly rated (see the recent course evaluations).
- There was an internal pressure from the previous rectorate to establish a profile in innovation and entrepreneurship (driven by a pressure from ministry of education to have a stronger focus on innovation and entrepreneurship).

So even when the major profile will be discontinued, MØA should secure that innovation and entrepreneurship are signaled in other ways.

When starting the profile, I have always highlighted that the profile will not become a popular major profile. Mainly because the choices of students are conservative, and the fact that NBD draws from the pool of students that consider STR and MBM as a profile. The expectation was that NBD would be stronger as a minor profile; here the minor profile faces direct competition from “Gründerskolen” and “Innovation School”.

Before I address some points more explicitly, I would like to mention that I consider it unlucky that a possible discontinuation of the profile has been communicated to the students.

Based on the above I have the following remarks:

- 1) If the major is discontinued, I would still recommend to hold the option open for a dedicated minor profile. I would be curious to hear how many students have chosen NBD as a minor. Based on an inventory among our students, many have combined a minor with a major in STR and MBM, it would be interesting to see how large this number really is and which combination are chosen. When we continue with an NBD minor, and NBD becomes a subtrack as proposed in the working document, it should be possible to combine it with a major in another subtrack within the same profile (similar as Gründerskolen and innovation school can be used as a minor combined with MBM and STR).
- 2) The working group have come with the proposition to merge NBD with MBM. The argument is the overlap between courses in the MBM profile and NBD profile. Here I would like to mention that many STR courses have changed their name with an NBD prefix. Subsequently, NBD falls naturally within both MBM and STR. Therefore, I would like to propose the following:
 - a. NBD is a subtrack within both MBM and STR, where NBD405 and/or NBD406 become core courses in this subtrack. We have to go through a process which courses should have an STR and MBM prefix.

¹ The issues concerning NBD’s merger with MBM/STR have also been discussed thoroughly with Christine Meijer and Leif Hems, coordinators of STR and MBM.

- b. To signal innovation and entrepreneurship, I propose that the names of the profiles change (e.g. Strategy, Management and Entrepreneurship, and Marketing, Branding and Innovation).
- 3) The working group document mentions that they recommend a merger between NBD and MBM (alternatively STR) if the number do not significantly approve. There should be set clear targets on the number of students that is regarded as acceptable and what the date these student numbers should be reached. If the number or date are not considered feasible (given that students make conservative choices regarding master, the students will most likely be attracted from MBM and STR, and NBD is a more attractive minor than major), I propose we take action sooner rather than later (also because STR is working on restructuring their profile).

Of a more general nature:

- The restructuring of MØA enhances the departmentalization of MØA. NHH claims that it wants to educate the manager of the future, who are able to address global challenges. This requires more initiatives that go across departments. To illustrate, digitalization challenges require not only require an understanding of technology but also understanding strategy and management. Such interdisciplinary understanding should be secured.
- While I agree that the CEMS could act as a major, the proposition itself is unambitious. If we consider FT rankings as important, we should be willing to play the FT ranking game, everybody else does. This means that MIM should be an offered as a separate program.
- BAN is a spinout of BUS and now there are again plans to separate BUS in two separate profiles. This leaves us with one very large finance profile, three medium larges BUS profiles and the rest. What consequences will this have for student choice and how does this affect the smaller profiles?

NHH

**Response to Hearing on MØA Structure**

from the Dean of the PhD Programme

Bergen, September 18, 2019

The main concern in this response is how to strengthen the scientific and methodological part of MØA in general, and specifically to better prepare NHH master students' for taking a PhD.

A conclusion from the previous program evaluation of 2015 was that MØA was among the most flexible master's degrees relative to benchmark institutions. This would come at the expense of ensuring in-depth specialization. Thus, the move towards an increase in mandatory content within specializations is a positive one which will enable a solid and homogeneous foundation for each specialization, and I support this. It will also make it easier to have more advanced or in-depth courses which build on that mandatory foundation (which is relevant for most of our disciplines, perhaps with an exception for some SOL-related subjects, further to the previous program evaluation and hearing responses). Thus, from the perspective of the PhD program, I would recommend a structure with a mandatory foundation combined with a *requirement* to take at least one advanced course (for instance from a pool) which builds on that foundation. This would be the broadest and most comprehensive structural change as it would apply to all master students, and it would reduce the need for ECO and overlap RDT, perhaps even making them superfluous.

In the absence of the above change, I would recommend to *either* continue with ECO as a separate specialization which should be opened for international students, *or* continue with the RDT. I do not support replacing ECO with an advanced track in ECN as this would (at least formally) narrow "ECO's" scope to that of a single specialization (ECO has traditionally, at least to some extent, served as an advanced course collection for multiple specializations, further to hearing on implementation of RDT and previous program evaluation of MØA).

Sincerely,

Kenneth Fjell
Dean of the PhD Programme



HØRINGSSVAR

Til To: Kjetil S. Larssen, MØA-utvalget
Fra From: Seksjon for internasjonale relasjoner
Dato Date: 12.09.2019

Hørings svar fra Seksjon for internasjonale relasjoner (SIR) til MØA-utvalget sin rapport

SIR har kommentarer til punkt 4.2, 4.3d og f, 4.4a/b/c og dog 4.5a/b i rapporten.

4.2

SIR er positive til forslaget om å legge ned INB, men vil gjøre oppmerksom på at studieplanen til dobbelgraden NHH har med VMU i Litauen er knyttet opp til INB-profilen. Nedleggelse av INB vil ha konsekvenser for dette samarbeidet, i ytterste konsekvens en nedlegging av denne dobbelgraden.

Begge obligatoriske CEMS-emner er i dag INB-emner. Disse kursene må legges inn i andre hovedprofiler hvis INB-profilen blir nedlagt.

SIR støtter anbefalingen om å ikke gjøre CEMS til hovedprofil.

4.3d

Forslaget om å legge alle obligatoriske emne i hovedprofil til høstsemesteret kan gjøre det lettere og mer attraktivt for studenter å reise på utveksling i sitt andre semester (muligheten for utveksling andre semester av mastergraden gjelder interne MØA-studenter). SIR mener det fremmer kvalitet i utvekslingsoppholdet om studentene reiser på utveksling i sitt andre eller tredje semester, da blir utveksling en mer integrert del av studieplanen og studentene kan bruke kunnskap fra emner tatt på utveksling i masteroppgaven. Ved å legge alle obligatoriske emner til ett bestemt semester vil det åpne opp et tydeligere mobilitetsvindu der studentene kan reise ut og ta valgfrie emner (i eller utenfor hovedprofil).

4.3f

Den enkleste måten å løse denne utfordringen på vil være å ikke tillate studenter å skrive masteroppgave i sitt tredje semester. Da vil alle studenter ha to semester på seg til å fullføre alle obligatoriske krav, og det vil være enkelt å dokumentere at alle krav er oppfylt når studenten søker om veileder til masteroppgaven.

4.4a/b/c

SIR er positive til forslaget om å fjerne kravet om fagspesifikk støtteprofil og erstatte dette med et krav om at minimum 22,5 studiepoeng av valgfrie emner må være utenfor hovedprofilområdet. Vi er enige med anbefalingen og argumentasjonen.

MØA-studenter på utveksling må i dag ta støtteprofil (22,5 sp) og et valgfritt emne (7,5 sp) på utveksling. Støtteprofil på utveksling har ikke krav om å være fagspesifikk slik det er om den tas ved NHH, men den må likevel bestå av emner som er utenfor hovedprofilområdet til studenten. Ved å fjerne kravet om støtteprofil vil studentene selv kunne velge om de vil ta de 22,5 sp som skal være utenfor hovedprofilområdet ved NHH eller på utveksling. I fremtiden vil de da kunne ta opptil 22,5 sp fra samme fagområde som sin hovedprofil på utveksling, mot kun 7,5 sp i dag.

I tillegg til økt fleksibilitet for studentene vil denne endringen også kunne føre til økt kvalitet på utdanningen ved at studentene velger å ta kurs fra hovedprofilområdet, fagområdet de er mest interessert i, på utveksling. I dag tar MØA-studenter på utveksling stort sett emner utenfor hovedprofilområdet sitt og å åpne opp for at en større andel av emnene kan tas fra hovedprofilområdet kan øke studentene sine motivasjon for utveksling og fagvalg. Studentene vil i forkant av utvekslingsoppholdet sannsynligvis bruke mer tid på å undersøke kurstilbudet ved de forskjellige lærestedene NHH samarbeider med for så å søke utveksling til lærestedene som best samsvarer med deres faglige interesse. Studentene er selvsagt i dag også interessert i kurstilbudet ved lærestedet de drar på utveksling til og er opptatte av at det er god kvalitet på undervisningen, men ettersom de stort sett tar emner fra fagområder utenfor sitt hovedprofilområde opplever vi nødvendigvis ikke at det faglige tilbudet veier tyngst ved valg av utvekslingssted for mange studenter.

Om denne endringen vedtas ønsker vi at den presenteres på en oversiktlig og forståelig måte for studentene i studieplanen til MØA ettersom den vil ha stor innvirkning på deres mulighet for å velge kurs fra hovedprofilområdet på utveksling. Det vil være viktig for studentene og tidlig kunne planlegge hvordan utvekslingssemesteret skal innpasses i studieløpet, de må bli gjort tydelig oppmerksomme på at de må velge valgfrie emner utenfor sin hovedprofil på NHH før avreise hvis de vil «spare» valgfrie emner innenfor hovedprofil til utveksling. Det bør oppfordres sterkt til at studenter som skal ta valgfrie emner innenfor sin hovedprofil på utveksling må gjennomføre utvekslingssemesteret sitt før skriving av masteroppgave. SIR ønsker at mer spesifikk informasjon om anbefalte semester for utveksling blir lagt inn i studieplanen til MØA

4.4d

SIR støtter anbefalingen om og ikke åpne opp for at studenter kan ta hovedprofilkurs på utveksling. Med endringen som er foreslått i 4.4a/b/c vil det bli lettere for studenter å ta valgfrie emne innenfor sin hovedprofil. Dette er en bedre løsning som bidrar til kvalitet, mindre ressursbruk og likevel gir studentene større mulighet til å ta emner innenfor samme fagområde som sin hovedprofil på utveksling enn det som er tilfelle i dag.

4.5a/b

SIR har en kommentar til forslaget om å tilby alle obligatoriske hovedprofilemner i engelsk i høstsemesteret. NHH har et uttalt mål om å oppnå bedre balanse når det gjelder innkommende utvekslingsstudenter i høst- og vårsemesteret. Per i dag mottar vi kun 35-40% av alle innkommende utvekslingsstudenter på våren (tall fra siste tre år). Mange av studentene som kommer tar emner som inngår som obligatoriske kurs i våre hovedprofiler fordi de trenger det til sin grad ved sitt

hjemmeuniversitet. Å ikke tilby emner som våre innkommende utvekslingsstudenter ønsker å ta i vårsemesteret kan gjøre det mindre attraktivt å komme på utveksling til NHH på våren.

SIR ser at dette kan komme i konflikt med forslaget i 4.3d. Det er en fordel for utmobiliteten på masternivå at alle obligatoriske emner blir tilbudt i første semester/høstsemesteret, mens det vil være til ulempe for innmobiliteten at alle obligatoriske emner undervist på engelsk kun blir tilbudt på høsten.



Høringsuttalelse fra Seksjon for utdanningskvalitet ifm dokumentet «Structural improvements in the MScEBA (MØA) programme at NHH – evaluation and recommendations

Vi viser til tilsendt høringsdokument og oversender herved kommentarer fra Seksjon for utdanningskvalitet, Studieadministrativ avdeling.

Vi behandler forslagene i den rekkefølge de fremgår i høringsdokumentet.

Nedleggelse av INB

Seksjonen støtter nedleggelse av INB-profilen utifra de sviktende studenttallene over tid. Et eksisterende «markedsgrunnlag» er en av dimensjonene som må sannsynliggjøres ved opprettelse av profiler og grader (jfr. Sjekkliste i kvalitetssystemet), og det følger naturlig at sviktende studenttall over tid fører til nedleggelse.

Videreføring og utvikling av ECO – avvikling av RDT

Seksjonen støtter programleders vurderinger, både angående ECO og RDT. RDT ble aldri det det var håpet å være, og dialogen med instituttene underveis om RDT gir ingen håp om at det skal bedres nevneverdig. Målene for RDT blir i stor grad ivaretatt lokalt på hvert institutt ved ulike virkemidler.

Slå sammen NBD og MBM i dialog med SOL og profilkoordinator

Det er ønskelig å synliggjøre NHHs tilbud innenfor entreprenørskap og innovasjon, men det er indikasjoner på at NBD mangler nødvendig appell. Det har imidlertid gått kort tid siden oppstart, og det vil være naturlig å videreutvikle NBD i den ene eller andre retningen sammen med instituttet. Det er mulig at en NBD-lignende profil passer best som en type støtteprofil eller emnesamling,

Ikke oppgradere CEMS til hovedprofil

Seksjonen støtter programleders vurdering.

Revisjon av BUS

Seksjon for utdanningskvalitet har ikke sterke oppfatninger om det faglige innholdet i de ulike profilene. For å møte NHHs forpliktelser til å levere kvalitetsutdanning, og også for å nå kravene til eksterne akkrediteringsorgan som AACSB og EQUIS, støtter vi også forslagene om å utvikle profilene slik at de styrer studentene mot akademisk progresjon og utvikling. Dette vil også hjelpe studentene å ta gode valg i NHHs store emnetilbud.

Når det gjelder hvorvidt OM/SCM skal være integrert i BUS eller egne hovedprofiler har seksjonen ingen synspunkt utover at NHH plikter etter *Forskrift om kvalitetssikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning* å sikre at vi har tilstrekkelig robust og kompetent fagstab

innenfor alle studietilbud. Minner forøvrig også om kravene om markedspotensial for profiler i eget kvalitetssikringssystem.

Øke obligatorisk innhold til 22,5 ECTS for alle profiler

Seksjon for utdanningskvalitet støtter forslaget utfra argumenter om faglig progresjon og kjernekompetanser innen profilene. Vi har sans for argumentet om at de resterende kursene vil kunne forutsette et visst kompetansenivå, som vil kunne løfte studentene videre,

Alle obligatoriske introkurs skal kunne tas i høstsemesteret for alle studenter

Seksjonen har sans for logikken som ligger til grunn for forslaget, men ser at det vil kunne medføre noen problemer, spesielt for studenter som begynner om våren.

Opprettelse av formelle subtracks som kan inngå på vitnemålet

Seksjon for utdanningskvalitet er negative til å gjøre subtracks til formelle strukturer som skal fremgå på vitnemålet. For at dette skal la seg gjennomføre i praksis må strukturen bygges slik at studentene ved oppmelding velger et gitt subtrack i studentweb, som så gir studenten tilgang til kun de emnene som inngår i nevnte pakke. Dette vil være en stor jobb, som vil innebære at strukturen blir fastlåst, med lange frister for definering av subtracks og uten mulighet for endring utenom «årshjulet». Alternativet er å øke ressursbruken på vitnemålsproduksjon reelt, med manuell fangst av ulike tracks, fritekstfelt., Med ABE-reformen i statlig sektor og behov for effektivisering vil det være svært umusikalsk å vedta en endring som hindrer effektivisering og automatisering, men derimot øker ressursbehovet og sjansen for feil.

Seksjonen spør seg også om ikke profilene ved NHH bør være spesifikke nok til at de sammen med emnenavn gir tilstrekkelig informasjon til arbeidsgivere om studentens kompetanse.

Seksjonen støtter helhjertet at det utarbeides anbefalte løp eller emnepakker i profilene, men de bør ikke formaliseres ytterligere.

Kreve fullførte obligatoriske krav før tildeling av veileder

Seksjon for utdanningskvalitet støtter prinsipielt alle tiltak som sikrer en fornuftig studieprogresjon for studentene. Vi er noe usikker på om problemet er så stort at det rettferdiggjør et arbeidskrevende tiltak, og ønsker å utrede dette mer. Hvis det viser seg at problemet er reelt mener vi dette er et fornuftig tiltak.

Erstatte støtteprofil med et krav om 22,5 ECTS tatt utenfor egen hovedprofil

Seksjonen støtter forslaget.

Seksjonen er sterkt imot forslaget om valgfri labeling av støtteprofiler og etterlyser en vurdering av gevinst opp mot økt administrativt arbeid. Ved å fjerne støtteprofiler tar man et aktivt valg hvor man sier at det ikke er viktig at studentene har en helhetlig «minor». Når man så likevel sier at man *kan* få en label om man ønsker, skaper man et merarbeid som krever ressurser og vanskeliggjør automatisert saksbehandling.

Hvis forslaget skal gjennomføres, er den løsningen vi per nå kan se at studentene velger støtteprofil i studentweb, og så får opp alternative emner som er aktuelle for valg. Et valg kan være «ingen støtteprofil» som gir tilgang til alle valgemner.

Seksjonen støtter forslaget om at en eventuell label kun kan oppnås ved å ta to av kjerneemnene. Dette for å sikre at en støtteprofil har et logisk innhold. Vi ser imidlertid et problem i at det i dette dokumentet er foreslått at slike emner *skal* være tilgjengelig i høstsemesteret, mens studentene etter normalplanen, skal ta sin støtteprofil om våren. Vi er tvilende om man utenfor de største profilene vil ha studentgrunnlag til å dublere emnene i vårsemesteret.

Det må være et mål for NHH å effektivisere de administrative prosessene som er best egnet for automatisk saksbehandling og datafangst, og håper høyskolen vil la være å vedta ordninger som vanskeliggjør dette uten å være sikker på gevinsten.

Kreve at emner i hovedprofilen skal tas på NHH

Seksjonen støtter programleders vurdering. Vi minner om at NBD-profilen p.t. åpner for at Innovation School kan dekke noen av de obligatoriske emnene i profilen. Formelt er Innovation School emner ved NHH selv om undervisningen er ved UCB, men det kan være lurt å formulere bestemmelsen på en måte som fanger opp spesielle ordninger slik som innovation school og NBD for ikke å skape forvirring.

Språk i obligatoriske emner om høsten vs alle emner

Seksjon for utdanningskvalitet har ingen synspunkter utover at det er viktig at alle studenter får et fullverdig tilbud som muliggjør å følge normalplanen med godt læringsutbytte. Vi antar at dette spørsmålet kan få konsekvenser også for emnetilbudet til innreisende utvekslingsstudenter og anbefaler at dette også tillegges vekt ved en avgjørelse.

Utvidelse av referansegruppene i hver profil med ekstern representant og studentrepresentant

Seksjon for utdanningskvalitet støtter programleders argumentasjon og konklusjon fullt ut.

Utvikling av egne fagspesifikke studieprogram

Seksjon for utdanningskvalitet støtter programleders argumentasjon og konklusjon. Flere utredninger har konkludert med at det er vanskelig å se for seg at nye instituttspesifikke studieprogram vil bidra positivt til NHH totalt sett. Nye studieprogram vil komme på bekostning av MØA eller MRR, studieprogram som i dag tiltrekker gode studenter og stor søkning. Vi har forståelse for at enkelte fagmiljøer ønsker dette, og at det ville kunne være en fordel for det enkelte institutt, men vi kan ikke se at det vil gagne NHH som skole å trekke ressurser ut av MØA.

Avslutningsvis takker vi for muligheten til å la oss høre, og ønsker lykke til med videre prosess.

På vegne av Seksjon for utdanningskvalitet,

Kjetil S. Larssen
Seksjonsleder

Høringsvar fra NHHS til foreslåtte endringer på MØA.

4.2

Her lanseres to alternativer, et hvor BUS fortsetter som i dag – og et hvor det splittes i to. Vi er enige i anbefalingen om at BUS må revideres, men vi stiller oss usikre til om løsningen er å dele BUS i to. Flere studenter påpeker at styrken til BUS er nettopp bredden og valgfriheten i profilen. Det påpekes også at BAN er en relativt ny profil som er kommet ut av BUS, og at vi ikke ser hvorfor BUS igjen skal deles opp.

Det påpekes også fra NHHS sin representant i MØA-utvalget at flertallet i utvalget stilte seg nøytral til de to alternativene, men at dette ikke synes veldig godt i anbefalingen som nå foreligger.

Anbefalingen om å beholde ECO er ikke i tråd med hva MØA-utvalgets rapport anbefaler. Anbefalingen var å legge ned ECO på grunn av lite antall studenter og heller utvide ECN for å tjene formålet ECO har hatt ved å tilby avanserte økonomikurs. RDF kan også tjene dette formålet. Dette vil også føre til at MØA kan tilby færre profiler, som er fremstilt som et mål i seg selv i rapporten.

4.3 b/c (4.4 a/b/c)

En økning av den obligatoriske delen på hovedprofil anser vi som fornuftig, men at dette samtidig må sees i sammenheng med hvordan støtteprofil eventuelt bygges opp. Det ble diskutert hvorvidt man skal ha støtteprofil eller ei, og vi anser det hensiktsmessig å fjerne støtteprofil om man justerer opp antallet poeng som må tas i hovedprofil. Da sikrer man at masterstudentene tar flere fag i sin profil, men at valgfriheten bevares ved at man går vekk fra støtteprofil og heller bare har åpne fag.

4.3 e

Viser til innspillet på forrige punkt. Vi ser veldig verdien av valgfrihet når fag skal plukkes, men at det også kan være til god hjelp for studentene å ha anbefalte spor å følge. Dersom man går for en slags løsning hvor noen profiler har fastlagte spor som må følges, og noen profiler har spor som kan følges, så må dette kommuniseres godt. Generelt er vi enige i anbefalingen hvor det står at disse «sub-tracks» kan brukes til å kommunisere **mulige** spesialiseringer innenfor en profil, men ikke nødvendigvis påkrevde spesialiseringer.

4.4 d

Det hadde vært svært spennende om det hadde vært mulighet for å ta deler av hovedprofilen i utlandet. Vi forstår at dette blir et voldsomt system å holde orden på med antallet fag, skoler og profiler som da vil kunne kombineres, men med tanke på at mange studenter ønsker seg en så fleksibel grad som mulig så ser vi at denne løsningen kunne vært et trekkplaster for studenter til NHH.

4.5 a/b

Skal NHH hevde seg som en internasjonal handelshøyskole, må også fagene være mulige å ta på engelsk. Samtidig har NHH et samfunnsoppdrag i å ta vare på norsk økonomisk språk, og derfor ser vi

alternativ 1 som det mest hensiktsmessige. Fag bør som minimum tilbys på engelsk om høsten, men vi ser også stor verdi i å ha fag på masternivå som går på norsk.

«Not in original report»

Spørsmålet om hvorvidt NHH skal tilby spesialiserte masterprogram i tillegg til siviløkonomtittelen er nytt i denne høringen. Undertegnede er enig i anbefalingen, men ønsker å fremme andre argumenter i dens favør. Som diskutert i rapporten er en av grunnene til at studenter velger MØA-utdanningen ved NHH at de får stor fleksibilitet. Blant annet velger studentene profil først etter å ha blitt tatt opp på siviløkonomstudiet og blitt introdusert til de ulike profilene i fadderuken. Studentene har ved dagens ordning også mulighet til å kunne endre hoved- og støtteprofil i senere semester. Denne fleksibiliteten vil mest sannsynlig forsvinne ved å innføre spesialiserte masterprogram som man låses til ved studieopptak.

FREMTIDIGE ENDRINGER I MSC-OPPTAKET

Saksbehandler Kjetil Larssen
Arkivreferanse 20/00615-2

Utvalg
Utdanningsutvalget

Møtedato
20.02.2020

Utvalgsnr

Forslag til vedtak:

Anbefaling utformes i møtet

Bakgrunn:

Fagkravene for opptak til MØA er i dag ulike for studenter med bachelorgrad fra Norge og utlandet. Det er stilt spørsmål med om det er både formålstjenlig og etisk riktig for NHH å insistere på at alle MØA-studenter med bachelorgrad fra Norge må oppfylle svært strenge fagkrav, mens studenter med bachelorgrad fra utlandet møter mindre stringente krav. Dette medfører at to studenter som tar relativt like bachelorgrader i henholdsvis Norge og Danmark vil kunne oppleve at den ene er kvalifisert til å søke om plass på MØA gjennom MSc-opptaket, mens søkeren med grad fra Norge vil være diskvalifisert.

Studenter med opptaksgrunnlag fra Norge konkurrerer om plass gjennom det *ordinære MØA-opptaket*, mens søkere med bachelorgrad fra utlandet søker gjennom det *internasjonale masteropptaket*, også kalt MSc-opptaket. Dette gjelder selvsagt uavhengig av søkers nasjonalitet.

For studenter med norsk opptaksgrunnlag er opptakskravet følgende:

- Fullført bachelorgrad eller tilsvarende
- Fagkrav: Må dekke fagkravene tilsvarende den nasjonale planen for *Bachelor i økonomi og administrasjon*. Det vil si minimum 120 studiepoeng økonomisk-administrative fag, hvorav 90 studiepoeng må dekke følgende faggrupper:
 - Metodefag: 20 studiepoeng
 - Samfunnsøkonomi 15 studiepoeng
 - Bedriftsøkonomisk analyse: 30 studiepoeng
 - Administrasjonsfag: 25 studiepoeng

I tillegg har alle kategoriene underkategorier som må være dekket.

- Norsk- og engelskkrav

For studenter med utenlandsk opptaksgrunnlag er opptakskravet følgende:

- Fullført bachelorgrad eller lignende
- Fagkrav: Må ha 90 ECTS i økonomisk-administrative fag.
 - Av disse kan opptil 45 ECTS være metodeemner
 - 30 ECTS må være bedriftsøkonomi (samfunnsøkonomikurs som makro- og mikroøkonomi kan ikke dekke dette kravet)
- GMAT eller GRE
- Engelsktest

Studentene som tas opp i det internasjonale opptaket har identiske hovedprofiler som de andre studentene og får den samme graden, Master i økonomi og administrasjon, men får ikke sidetittel siviløkonom. Studentene tas også opp til hovedprofil og kan kun bytte profil etter søknad.

Tidligere slo den nasjonale planen for master i økonomi og administrasjon (heretter NRØA-planen) fast at MØA og *siviløkonom* er synonyme. Det eneste tillatte opptakskravet til MØA var ifølge denne en fullført grad som oppfylte fagkravene i den nasjonale BØA-planen eller rammeplan for bachelor i regnskap og revisjon. Da dette ville umuliggjøre opptak av internasjonale kandidater tøyde flere institusjoner denne bestemmelsen, men unngikk da å gi sidetittel siviløkonom.

NRØA-planen ble i 2016 erstattet av *Vilkår for bruk av betegnelsen (sidetittel) siviløkonom* (oppdatert av UHR-ØA i 2018). Denne planen frikobler MØA fra siviløkonomtittelen, slik at man nå står friere til å fastsette opptaksgrunnlag til denne graden som avviker fra BØA/BRR. Det understrekes at det likevel ikke vil være adgang til å tildele studenter med slikt opptaksgrunnlag en siviløkonomtittel.

Den begrensende faktoren for å fastsette opptakskrav til NHHs mastergrader er da begrenset til den nasjonale *Forskrift om krav til mastergrad*. Her slås det fast at opptakskrav til mastergrad må være en bachelorgrad hvor det må inngå «fordypning i fag, emne eller emnegruppe av minimum 80 studiepoengs omfang innenfor fagområdet for mastergraden». Det er dermed ingen juridiske eller formelle hindre for å åpne for at studenter med bachelorgrad også fra Norge skal kunne søke opptak til MØA gjennom MSc-opptaket.

En endring av opptaksreglene til MSc-opptaket vil først kunne være gjeldene til opptaket 2021 (søknadsfrist 15. februar 2021), og det vil være behov for endring av flere forskrifter og studieplaner.

Det bes i denne runde om innspill til hvorvidt dette er en sak det er ønskelig å gå videre med, og hvilke momenter som eventuelt vil være viktige å ha med i en videre utredning av saken.

PILOTPROSJEKT FOR UTPRØVING AV MENTORORDNING FOR NYE BACHELORSTUDENTER

Saksbehandler Merete Ræstad
Arkivreferanse 17/02085-51

Utvalg
Utdanningsutvalget

Møtedato
20.02.2020

Utvalgsnr
4/20

Forslag til vedtak:

Vedtak formuleres i møtet

Bakgrunn

Prorektor for utdanning ønsker innspill/kommentarer fra Utdanningsutvalget til om NHH bør iverksette et pilotprosjekt for utprøving av en mentorordning for bachelorstudenter ved NHH fra høsten 2020, samt evt. hvordan en slik ordning bør utformes. Hensikten med ordningen vil være å gi studentene et faglig kontaktpunkt som de kan søke råd og veiledning hos på generelt basis. Skisse:

Overordnet opplegg:

- Alle bachelorstudenter får tildelt en faglig mentor som de beholder gjennom bachelorstudiet.
- Alle vitenskapelig ansatte med undervisningsansvar får tildelt 2-3 studenter og forplikter seg til å gjennomføre ett møte i løpet av første semester. Om piloten fortsetter etter første år vil hver ansatt til enhver tid ha maks 6-9 studenter (adepter) å forholde seg til som mentor.
- Studentene har selv ansvar for å ta kontakt med mentor ved behov og på den måten drive ordningen.

Praktisk gjennomføring:

- Alle bachelorstudentene vil ved studiestart få tildelt en mentor og informasjon om ordningen
- Første 1-2 måneder: Alle studentene møter sin mentor til et første én-til-én-møte.
- Resten av bachelorstudiet: Studentene tar kontakt ved behov (valg av fag, referansebrev etc.)

EVENTUELT 1/20

Saksbehandler Merete Ræstad
Arkivreferanse 17/03137-21

Utvalg
Utdanningsutvalget

Møtedato
20.02.2020

Utvalgsnr

Forslag til vedtak:
Vedtak utarbeides i møtet

OPPSUMMERING EKSAMENS AVVIKLING HØSTEN 2019

Saksbehandler Inger Dagestad
Arkivreferanse 20/00372-1

Utvalg	Møtedato	Utvalgsnr
Utdanningsutvalget	20.02.2020	6/20

Forslag til vedtak:

Utdanningsutvalget tar oppsummeringen til orientering

Bakgrunn:

Høsten 2019 ble det gjennomført 101 innleveringer/hjemmeeksamener og 94 skoleeksamener. 63 av skoleeksamenene ble gjennomført digitalt.

Eksamensavvikling for skoleeksamen ble gjennomført i perioden 04.11 til 20.12.19. Med bakgrunn i rehabiliteringsprosessen, ble det også høsten 2019 avviklet skoleeksamen i Aula, LAB1, LAB2, Lehmkuhlhallen og på Merino i 5. etasje. PC-rom og enkeltrom for studenter som trenger denne type tilrettelegging ble også flyttet til Merino.

Høsten 2019 har vi utvidet bruk av funksjonalitet i WISEflow.

- FLOWmulti
- Begrunnelser
- Registrering av sensur
- Vurderingsmatriser (rubrics)
- Innlevering av masteroppgaver

Avvik/utfordringer ved gjennomføring av eksamen

- Vi har tilfeller der vi ikke har mottatt eksamensoppgavene innen de skulle ha vært levert ut på WISEflow/Canvas.
- Ved flere anledninger har det vært feil i oppgavesett. Noen feil er blitt oppdaget før eksamensdagen, mens andre feil har blitt oppdaget underveis i eksamen.
- Det er utfordrende å få opprettet sensorkommisjoner når vi ikke mottar sensorkommisjoner tidsnok.
- Tilbakemelding fra studentene viser at det er varierende kvalitet på begrunnelser.
- Det har vært flere anledninger der det ikke har vært utarbeidet sensorveiledning.

- Vi har hatt et par tilfeller der intern sensor har registrert feil karakter i sensurprotokoll.
- I enkelte tilfeller har sensor problemer med å rekke sensurfrist.
- Ulik håndtering blant kursansvarlige av plagiat i kursgodkjennelser.

INTERNASJONALE STUDENTAR I NORGE - INSTITUSJONSRESULTAT FOR NHH

Saksbehandler Astrid Foldal
Arkivreferanse 19/00374-4

Utvalg
Utdanningsutvalget

Møtedato
20.02.2020

Utvalgsnr

Forslag til vedtak:

Utdanningsutvalet tek rapporten til orientering

Bakgrunn:

Rapporten *Students in Norway – Contributors to Quality in Higher Education* er basert på den sjette undersøkinga blant internasjonale studentar i Norge, gjennomført av Diku (tidligere SIU). Målet har vore å samle informasjon om studentane sine motivasjonar, erfaringar og vurderingar av det å studere i Norge. Den gir eit unikt innblikk i norsk utdanning frå eit internasjonalt perspektiv og er dermed ei viktig kjelde til kunnskap i vidare utviklingsarbeid.

Undersøkinga vart distribuert til alle internasjonale studentar ved 24 norske utdanningsinstitusjonar og 5094 studentar svarte. I 2019 fokuserer rapporten spesielt på dei internasjonale studentane sitt bidrag til kvalitet i norsk høgare utdanning.

Eit av hovudfunna i rapporten er at internasjonale studentar i Norge syns det er langt lettare å bli kjent med andre internasjonale studentar enn med norske. Den tilrår at norske universitet gjer meir for å legge til rette for samhandling mellom dei to studentgruppene.

Dei fleste studentane som reiser til Norge for å studere, er både ambisiøse og hardtarbeidande. Deira tilstadevering kan heve kvaliteten på norsk høgare utdanning, i tillegg til å gjere den meir relevant i et globalt perspektiv. For å utløyse dette potensialet, må dei norske og internasjonale studentane samhandle både sosialt og i studiesamanheng.

NHH har fått tilgang til sine institusjonsresultat for å kunne samanlikne med dei nasjonale resultatata og identifisere om det er område som skil seg ut som NHH gjer det betre eller dårlegare på, og for å kunne sjå om det er noko særskild som NHH må ha fokus på i sitt arbeid med internasjonale studentar.

NHH skil seg ikkje ut i stor grad når det gjeld funna på nasjonalt nivå relatert til interaksjon mellom internasjonale og norske studentar, jamvel om studentane ved NHH jamt over svarer

noko meir positivt enn landsgjennomsnittet. Det indikerer at dette er eit område som NHH fortsatt må ha fokus på, i samsvar med tilrådingane rapporten kjem med.

Vidare er det verdt å merke seg at det er relativt færre, både gradsstudentar og utvekslingsstudentar som har studielandet Norge som sitt førsteval, og spesielt utvekslingsstudentar har i mindre grad NHH som sitt førsteval, samanlikna med nasjonalt nivå. Dei internasjonale gradsstudentane ved NHH legg meir vekt på studiekvalitet og høg levestandard som viktigaste årsak til å studere i Norge, og både prestisje og internasjonale rankingar er langt viktigare for val av institusjon for studentar ved NHH enn på nasjonalt nivå.

NHH scorar over landsgjennomsnittet på kontakt med arbeidsmarknaden i studiet, noko som samsvarar med resultata i Studiebarometeret. Studentane ved NHH rapporterer om meir praksisopphald i studiet samanlikna med nasjonalt nivå, men er mindre fornøgde med det faglege utbytte. Det er her noko uklart kva respondentane rapporterer på sidan utvekslingsstudentar ved NHH ikkje har praksis i regi av NHH, men gjerne i regi av sitt heimeuniversitet. Ein stor del av gradsstudentane ved NHH rapporterer at dei ønskjer å bli i Norge etter endt grad for å arbeide.



Direktoratet for
internasjonalisering
og kvalitetsutvikling
i høyere utdanning



Internasjonale studenter i Norge 2019 - institusjonsresultat

Introduksjon

Denne rapporten inneholder grafiske framstillinger av institusjonsvise resultater fra spørreundersøkelsen, Internasjonale studenter i Norge 2019, rettet mot internasjonale studenter ved høyere utdanningsinstitusjoner i Norge. Rapporten omfatter resultatene for institusjonen som helhet, samt resultatene for henholdsvis utvekslingsstudenter og gradstudenter gitt at antall respondenter for disse gruppene er høyt nok til at resultatene kan splittes. Institusjonsresultatene er gjennomgående sammenlignet med gjennomsnittet for de øvrige institusjoner som deltok i undersøkelsen. De samlede resultatene for årets undersøkelse presenteres i en egen rapport gitt ut i Dikus rapportserie.

Om undersøkelsen

Målgruppen for undersøkelsen er internasjonale studenter, altså studenter som har kommet til Norge for å studere. Det kan i noen tilfeller være vanskelig å skille internasjonale studenter fra studenter som er fast bosatt i Norge, men som har utenlandsk statsborgerskap. Studentene ble derfor bedt om å oppgi om de bodde i Norge før de søkte på høyere utdanning, eller ikke. De som allerede bodde i Norge ble ekskludert fra undersøkelsen, og svarene fra denne gruppen inngår ikke i denne rapporten.

Undersøkelsen ble sendt til utenlandske statsborgere registrerte som aktive studenter ved de deltakende institusjonene våsemesteret 2019. Besvarelsene ble samlet inn i perioden 19.03.2019 til 25.04.2019. Undersøkelsen ble besvart av 6507 internasjonale studenter fra 24 institusjoner. 5094 av studentene oppgav å ha kommet til Norge for å studere. Disse utgjør grunnlaget for denne rapporten. Fra Norges handelshøyskole (NHH) besvarte 173 studenter undersøkelsen, og 163 er inkluderte i rapporten.

Studentene besvarte undersøkelsen på engelsk. Spørsmål og svaralternativer er gjengitt på originalspråket i rapporten.

Antall respondenter

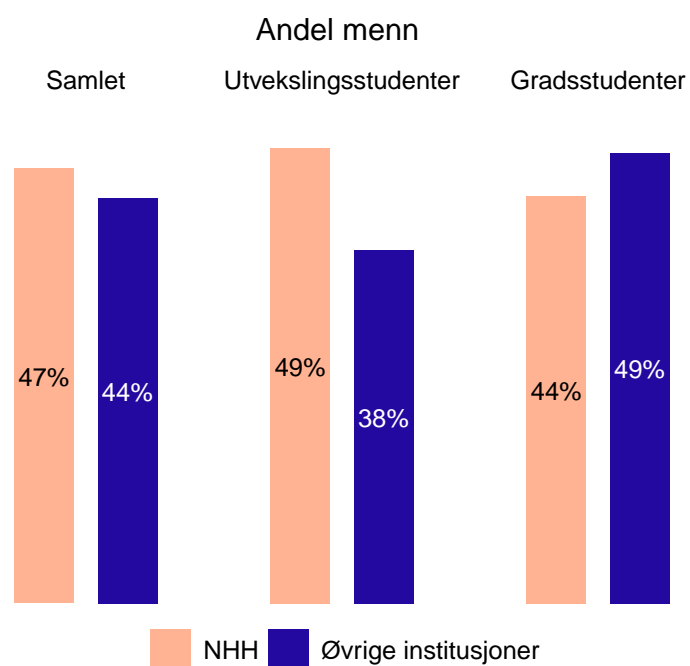
Siden respondentene hadde mulighet til å avstå fra å besvare enkelte spørsmål, varierer antall svar mellom de ulike figurene. Noen av spørsmålene er filtrert på ulike måter, slik at det bare er de respondentene som har gitt et bestemt svar på et foregående spørsmål som får dette spørsmålet. Antallet respondenter er derfor oppgitt i figurteksten til hver enkelt figur. Noen steder er antallet respondenter oppgitt som et spenn mellom to tall. Dette skyldes at figuren framstiller et såkalt spørsmålsbatteri, der respondentene besvarte flere spørsmål i samme kontekst.

Undersøkelsen ble gjennomført av Ideas2evidence, på oppdrag fra Diku.



IDEAS2EVIDENCE

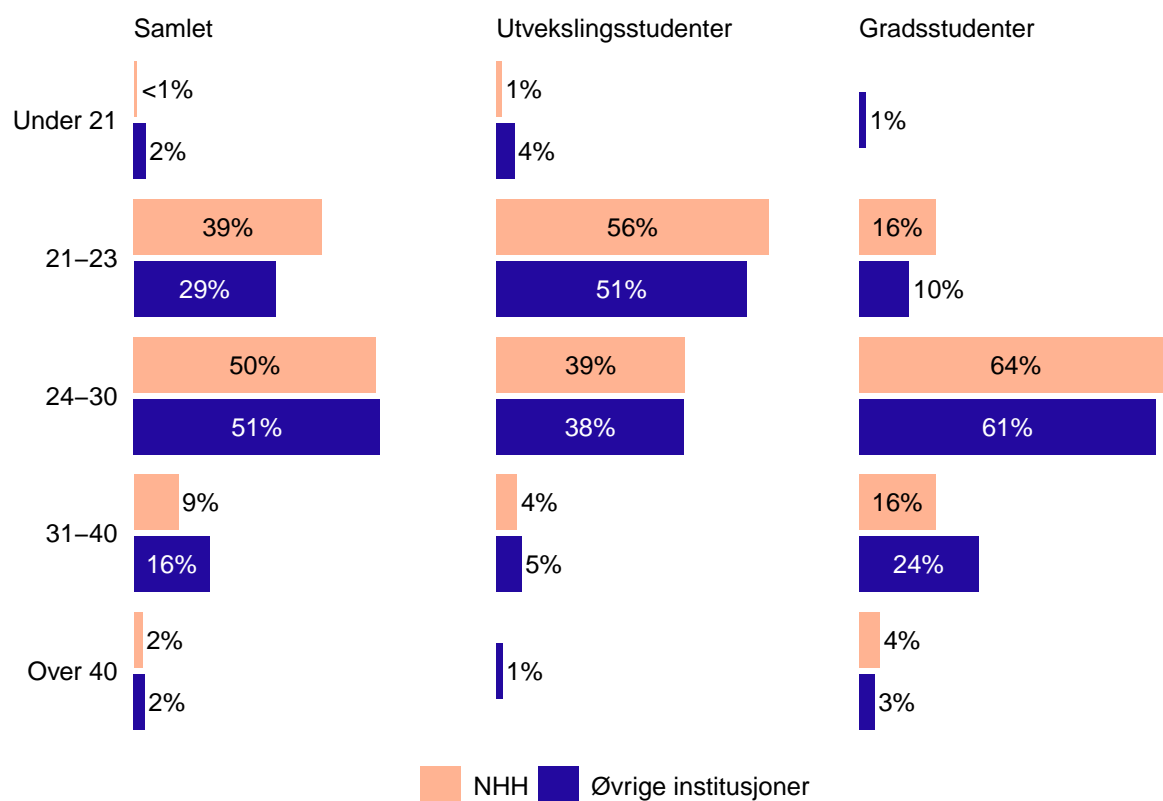
Kjønnsfordeling blant respondentene



Figur 1: N=5093, NHH=163. Figuren viser andel menn. Resterende respondenter var kvinner. Informasjonen er hentet fra Felles Studentsystem (FS).

Aldersfordeling blant respondentene

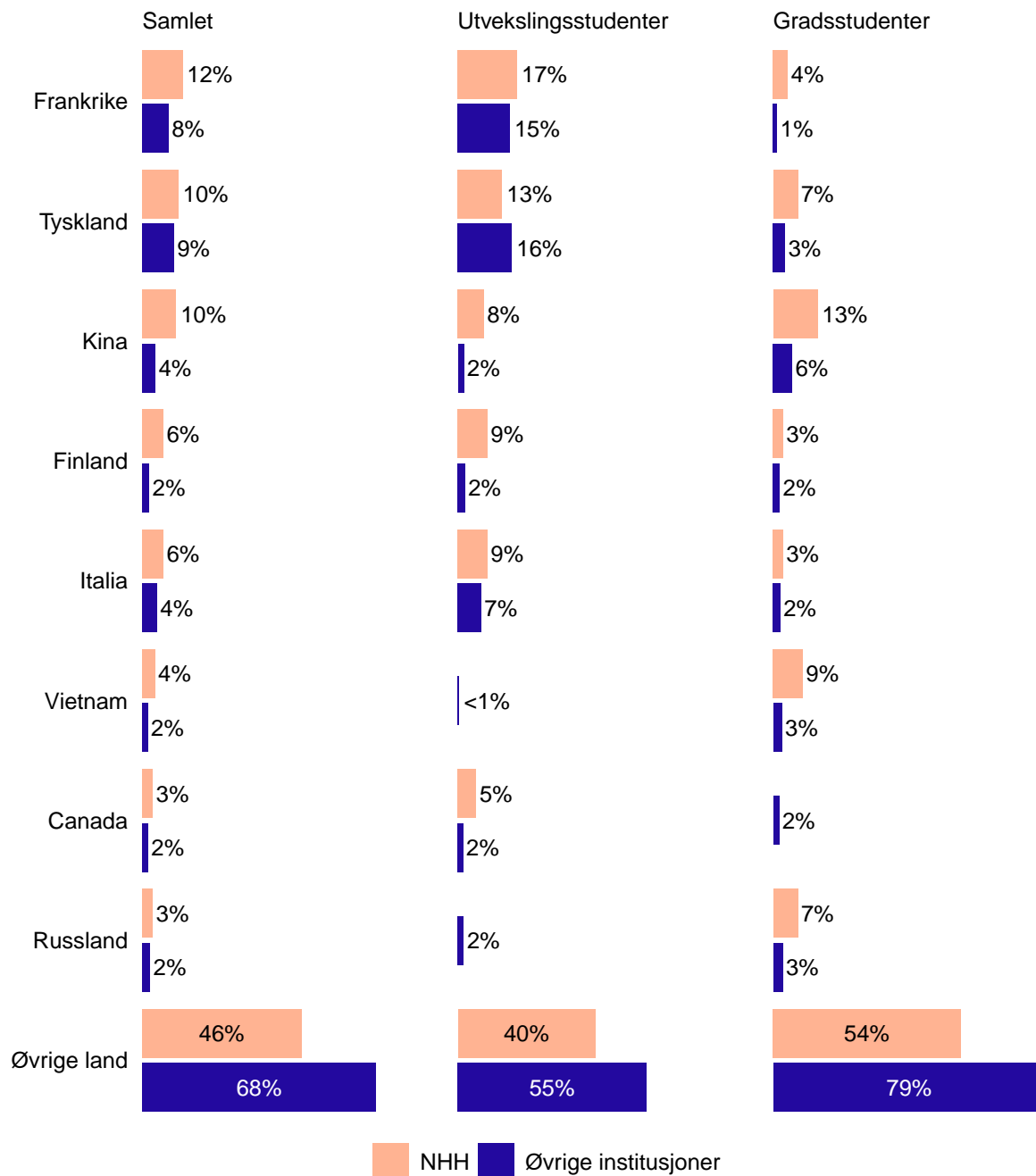
Etter andel av respondenter, gruppert



Figur 2: N=5093, NHH=163. Informasjonen er hentet fra Felles Studentsystem (FS).

Opphavland

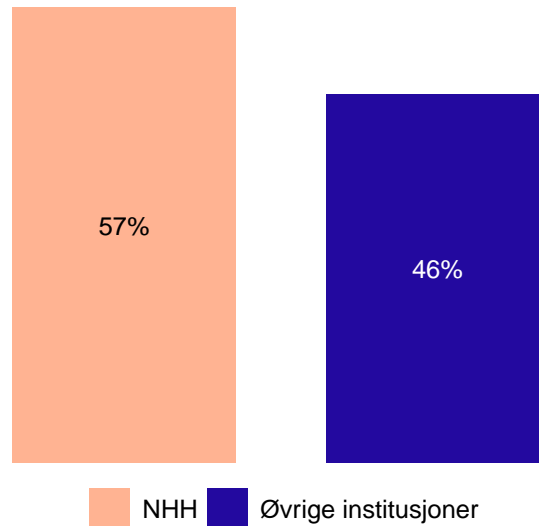
Andel respondenter. 8 land med flest studenter ved NHH



Figur 3: N=5094, NHH=163. Bare opphavland med mer enn 4 studenter ved NHH blir framstilt med landspesifikk informasjon. Informasjonen er hentet fra Felles Studentsystem (FS).

Andel utvekslingsstudenter

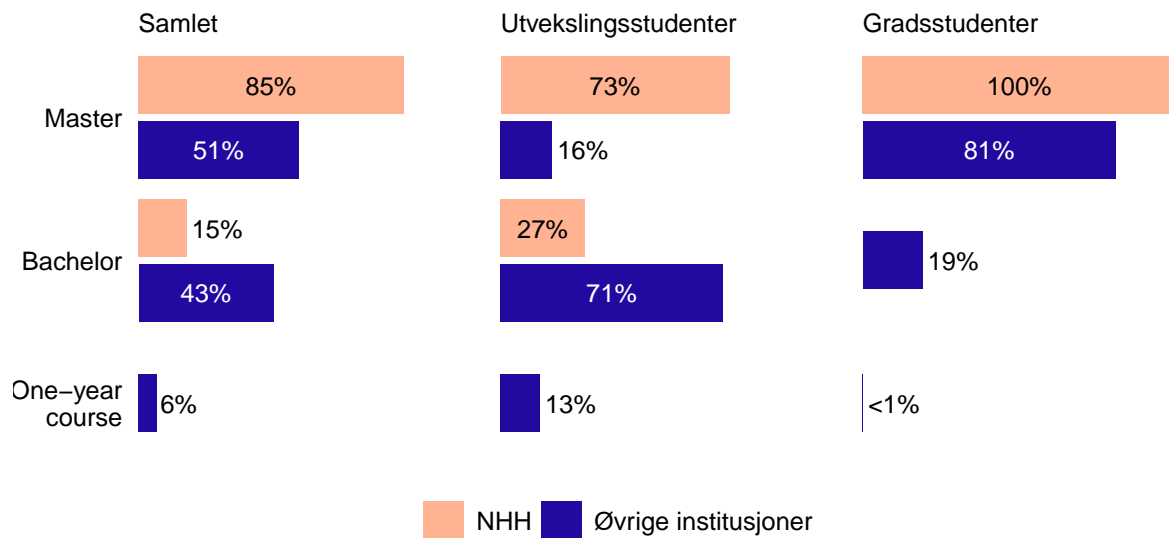
Øvrige var gradsstudenter



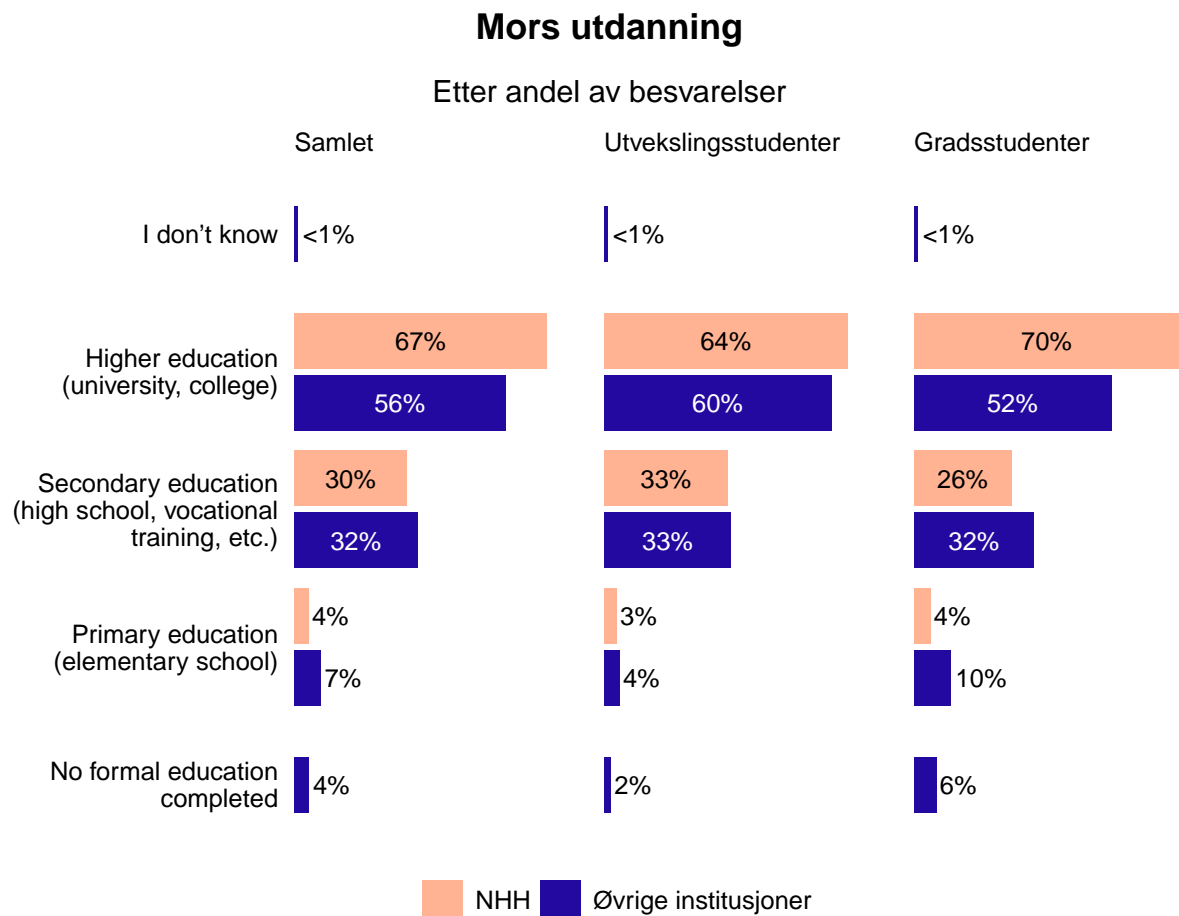
Figur 4: N=5094, NHH=163. Informasjonen er hentet fra Felles Studentsystem (FS).

Studienivå

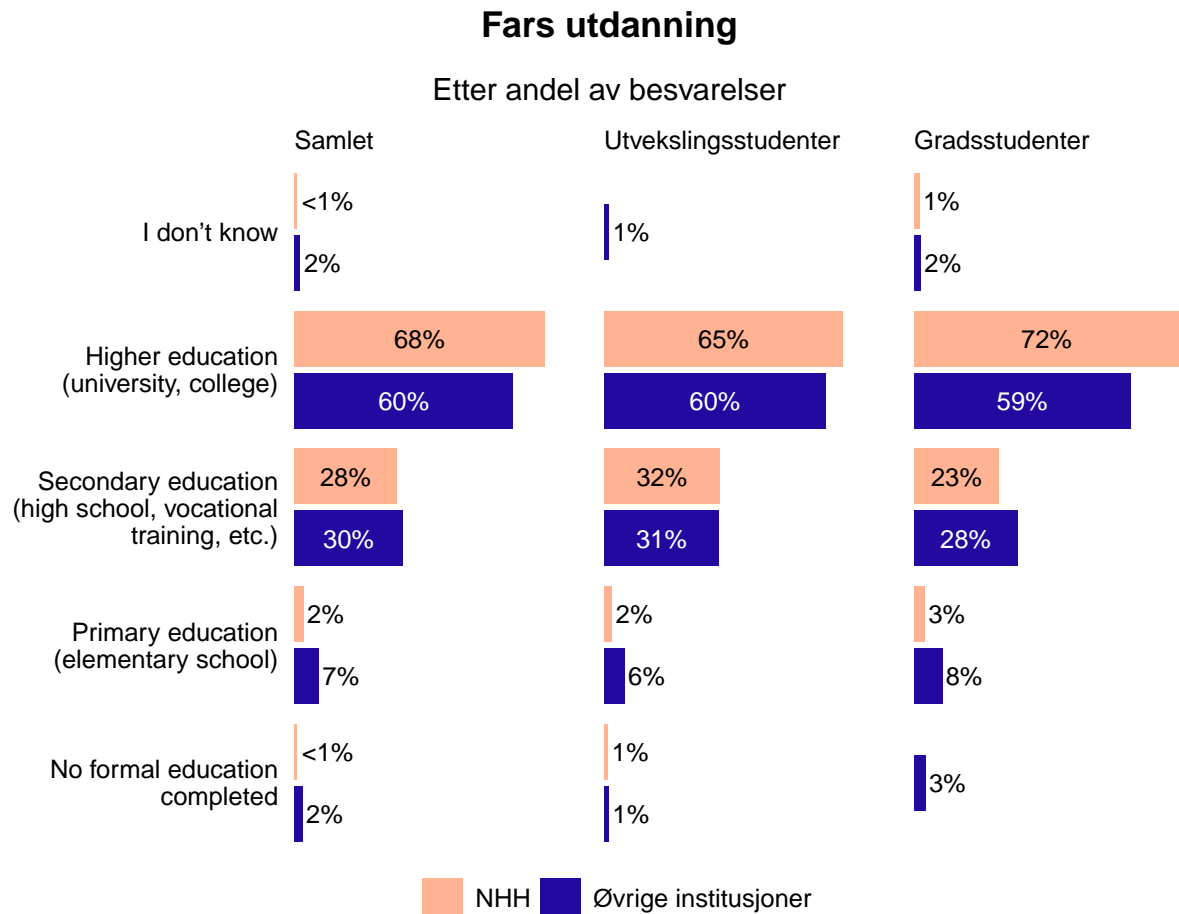
Etter andel av respondenter



Figur 5: N=5093, NHH=163. Informasjonen er hentet fra Felles Studentsystem (FS).

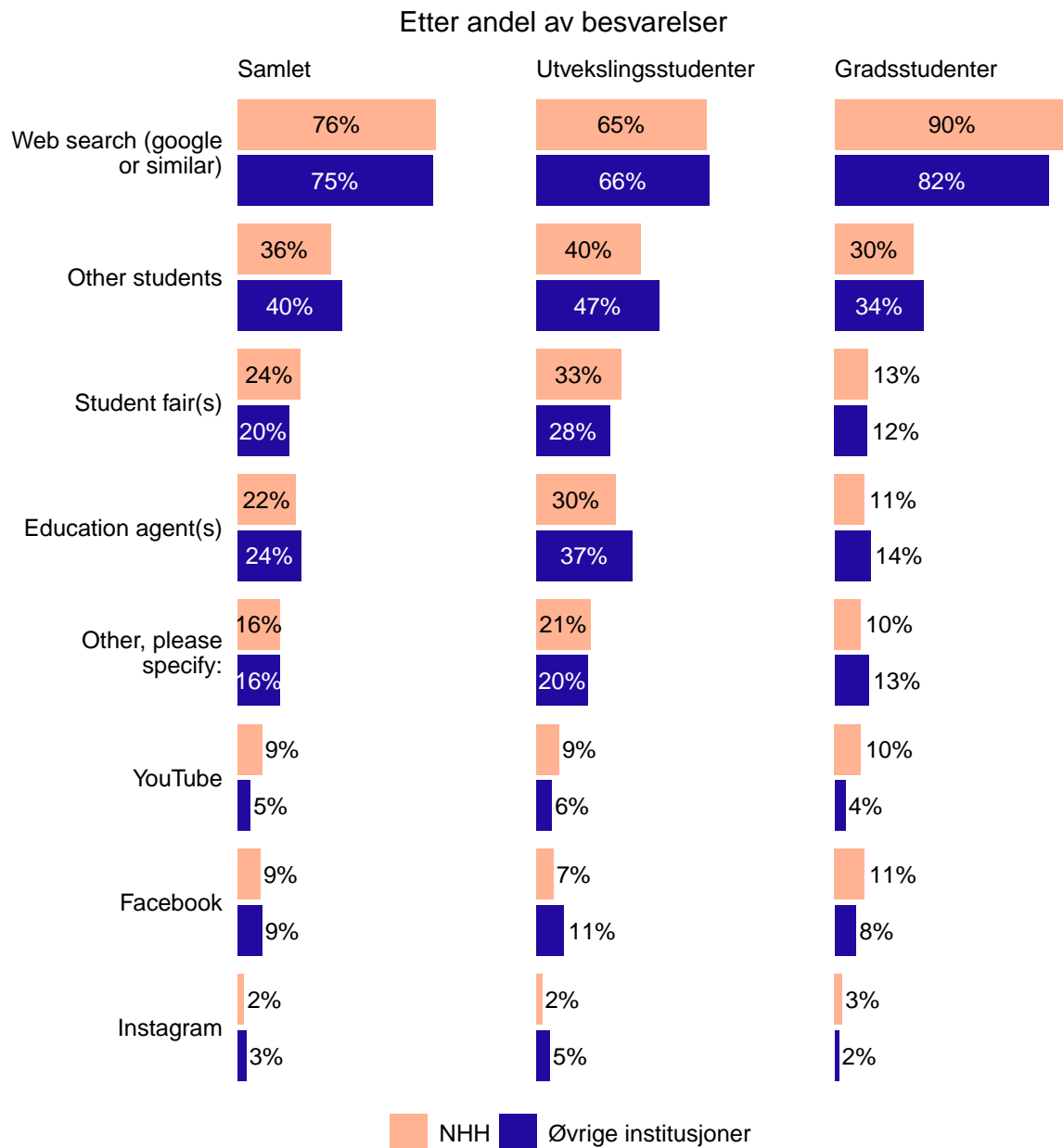


Figur 6: N=5021, NHH=162. Spørsmålstekst: "What is your parents' highest level of completed education? Mother or other guardian". Respondentene måtte velge det alternativet som passet best



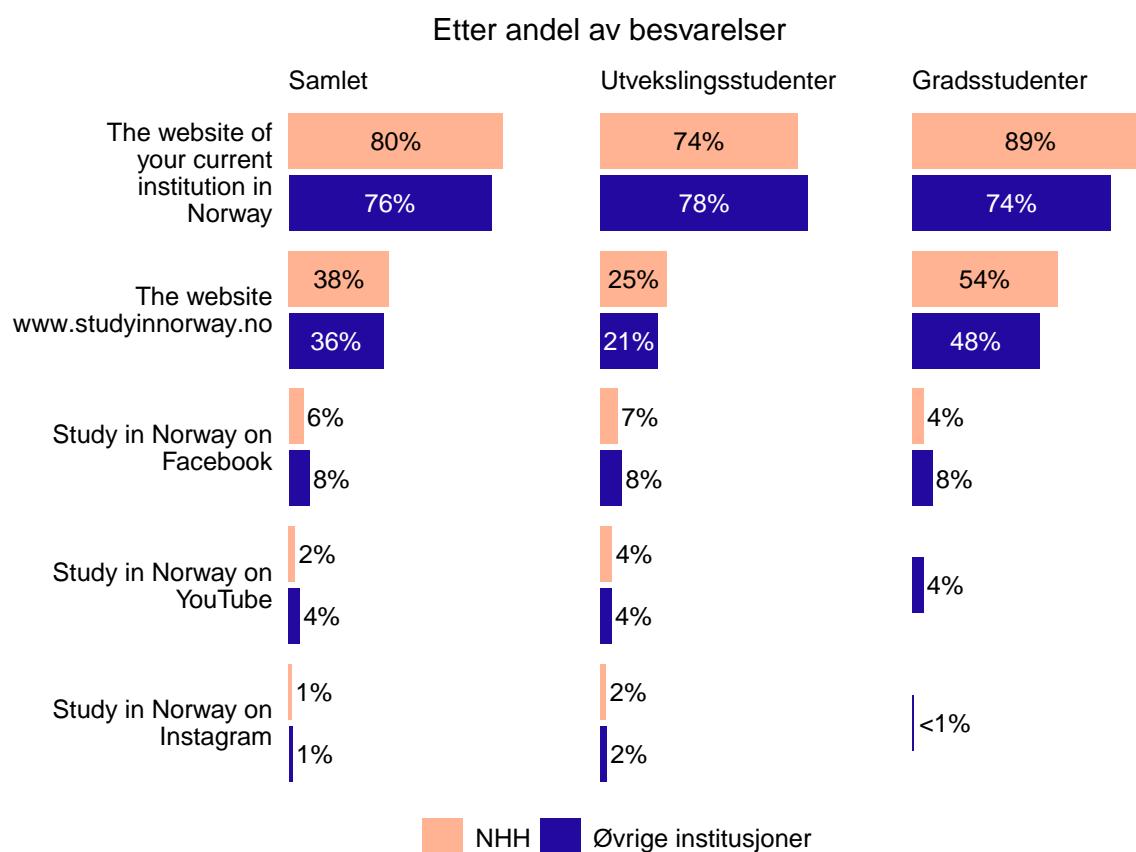
Figur 7: N=5005, NHH=161. Spørsmålstekst: "What is your parents' highest level of completed education? Father or other guardian". Respondentene måtte velge det alternativet som passet best

Kilder til informasjon om utenlandsopphold



Figur 8: N=5022, NHH=162. Spørsmålstekst: "Please think back to when you started to consider studying abroad. Where did you seek information about study possibilities abroad?". Respondentene kunne velge så mange av alternativene som de ønsket.

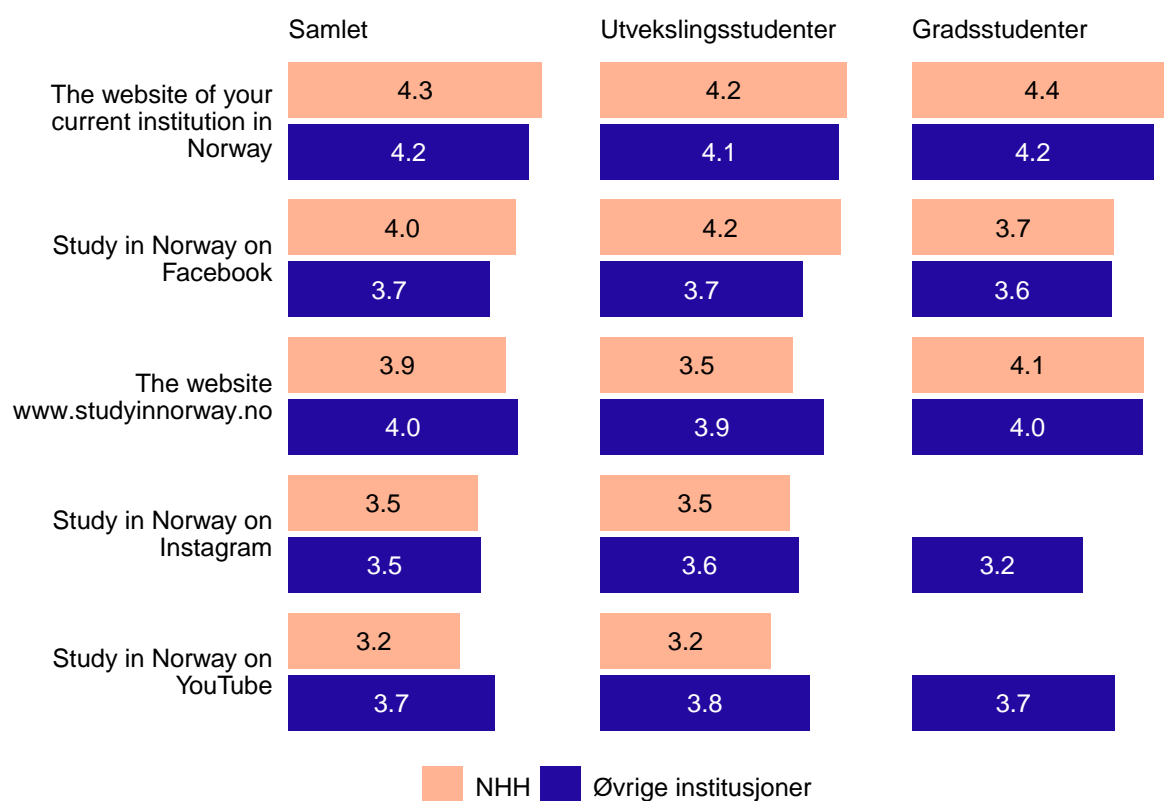
Kilder til informasjon om utenlandsopphold i Norge



Figur 9: N=5011, NHH=162. Spørsmålstekst: "Did you use any of the following information sources when searching for information about study possibilities in Norway?". Respondentene kunne velge så mange av alternativene som de ønsket.

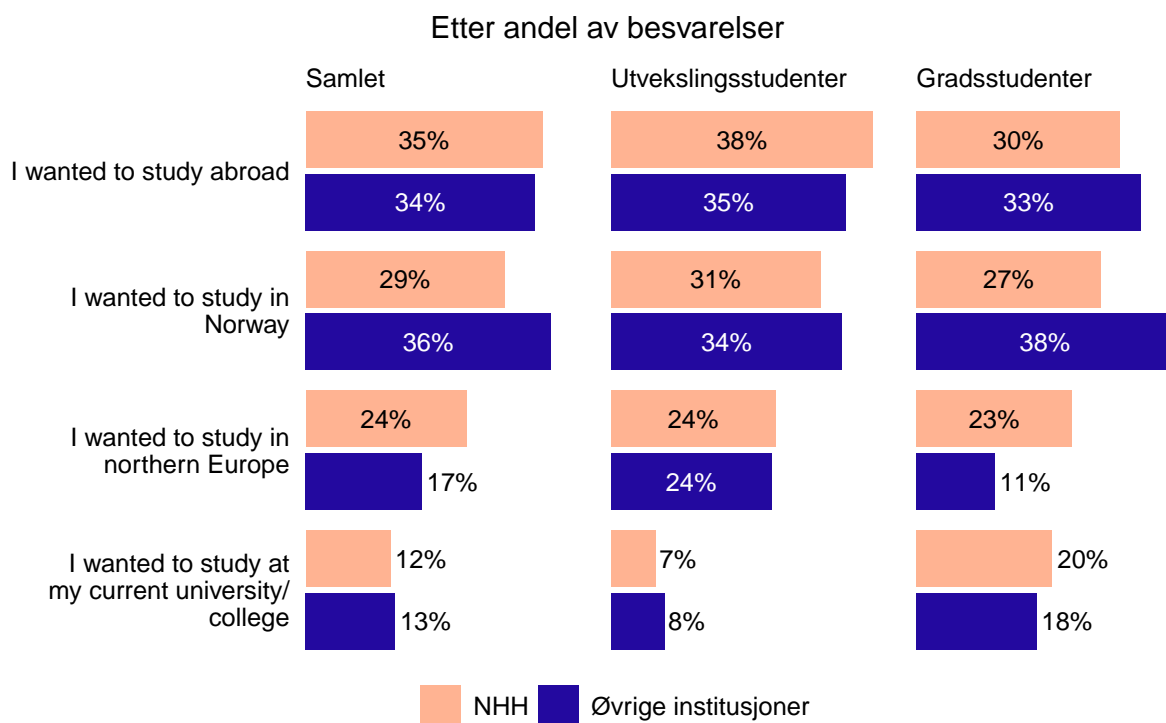
Vurdering av kvalitet på informasjonskilder

Gjennomsnittlig svarverdi på en skala fra 1(Strongly disagree) til 5(Strongly agree).



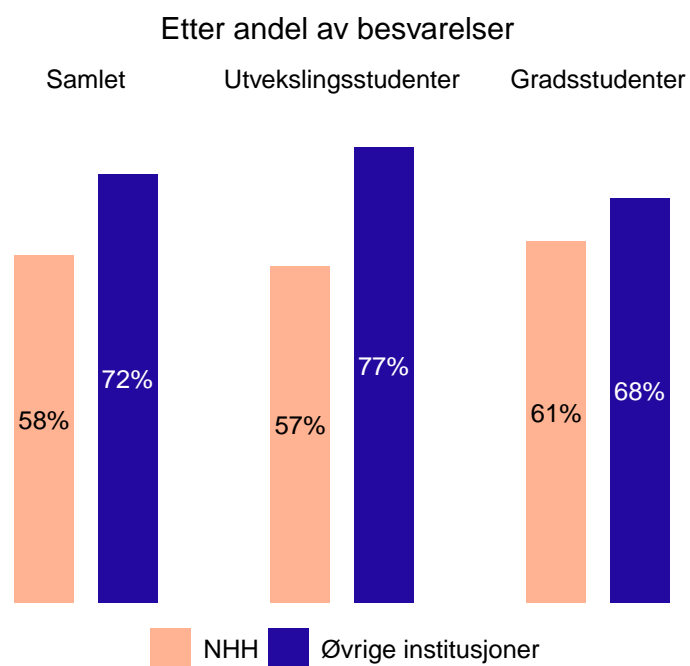
Figur 10: N=73-3789, NHH=2-130. Spørsmålstekst: "To what extent do you agree or disagree with the following statement: I found this channel to be useful when looking for information about study possibilities in Norway." Respondentene fikk bare vurdere de alternativene som de oppgav å ha brukt i forrige spørsmål.

Hovedmotivasjon for valg av destinasjon



Figur 11: N=4951, NHH=161. Spørsmålstekst: "What was your primary motivation for choosing study destination?". Respondentene måtte velge det alternativet som passet best. Respondentene måtte velge det alternativet som passet best.

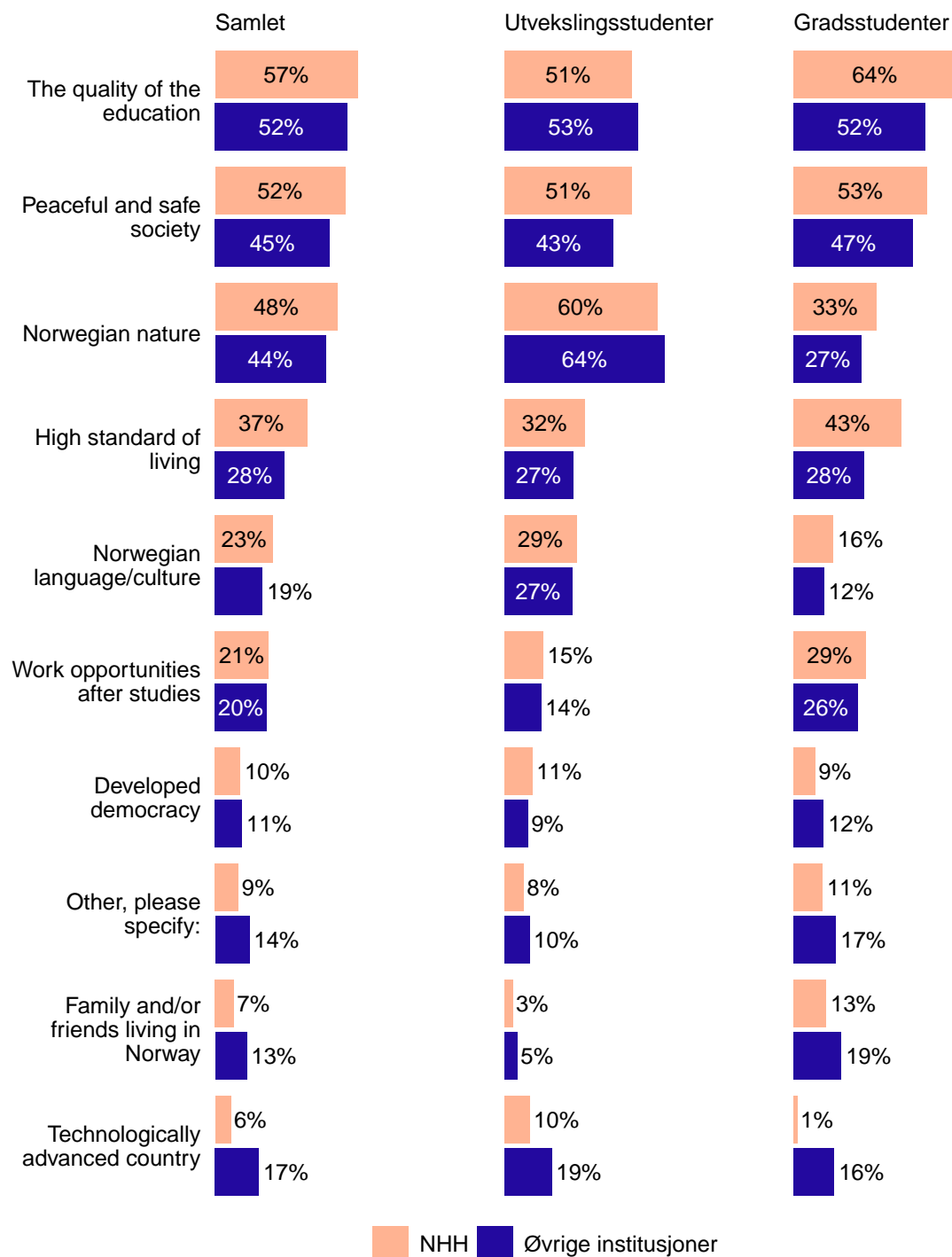
Andel med Norge som førstevalg for sitt utenlandsopphold



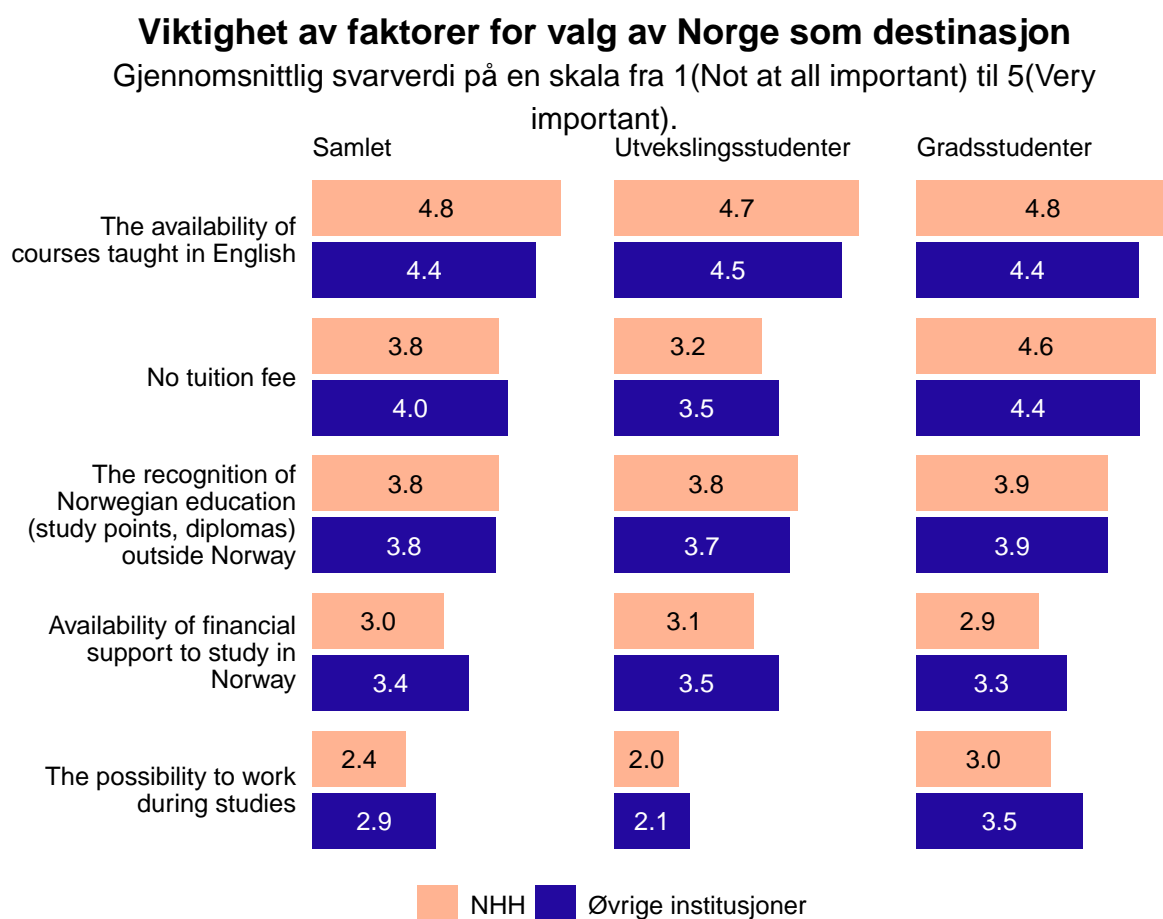
Figur 12: N=4964, NHH=159. Spørsmålstekst: "Was Norway your first-choice country to study abroad?"

Viktigste årsaker til å studere i Norge

Etter andel av besvarelser



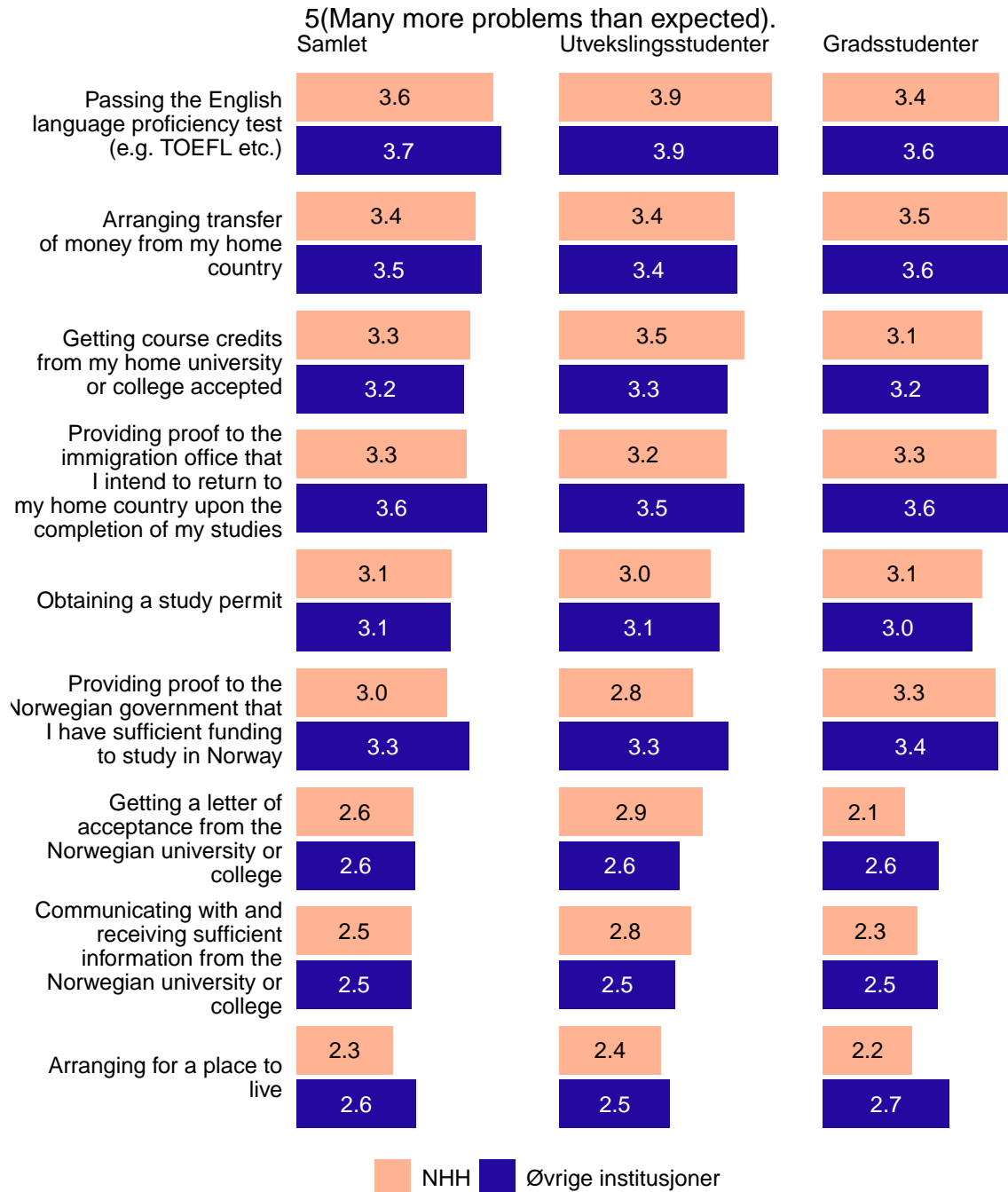
Figur 13: N=4965, NHH=161. Spørsmålstekst: "Among the following alternatives, please indicate the most important reason(s) for your decision to study in Norway.". Respondentene kunne velge opp til tre av alternativene



Figur 14: N=4874-4920, NHH=158-160. Spørsmålstekst: "How important were the following factors for your decision to study in Norway?"

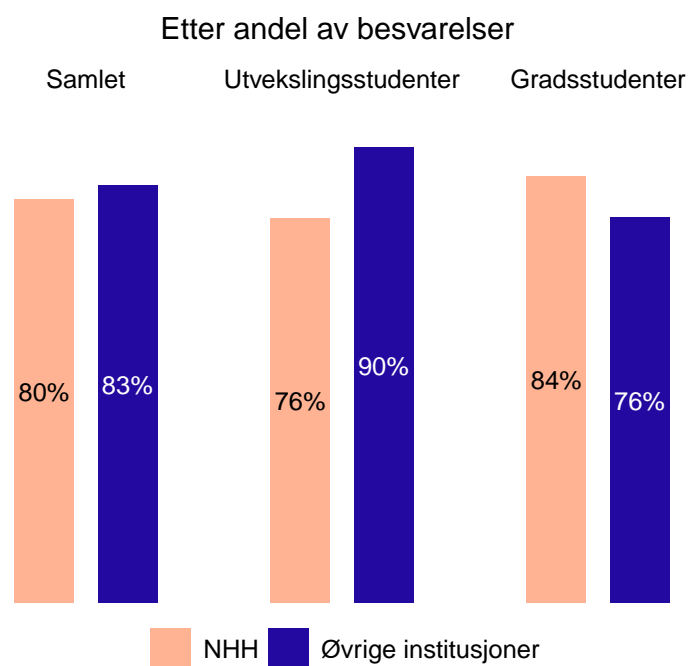
Problemområder under forberedelse til opphold i Norge

Gjennomsnittlig svarverdi på en skala fra 1 (Many fewer problems than expected) til



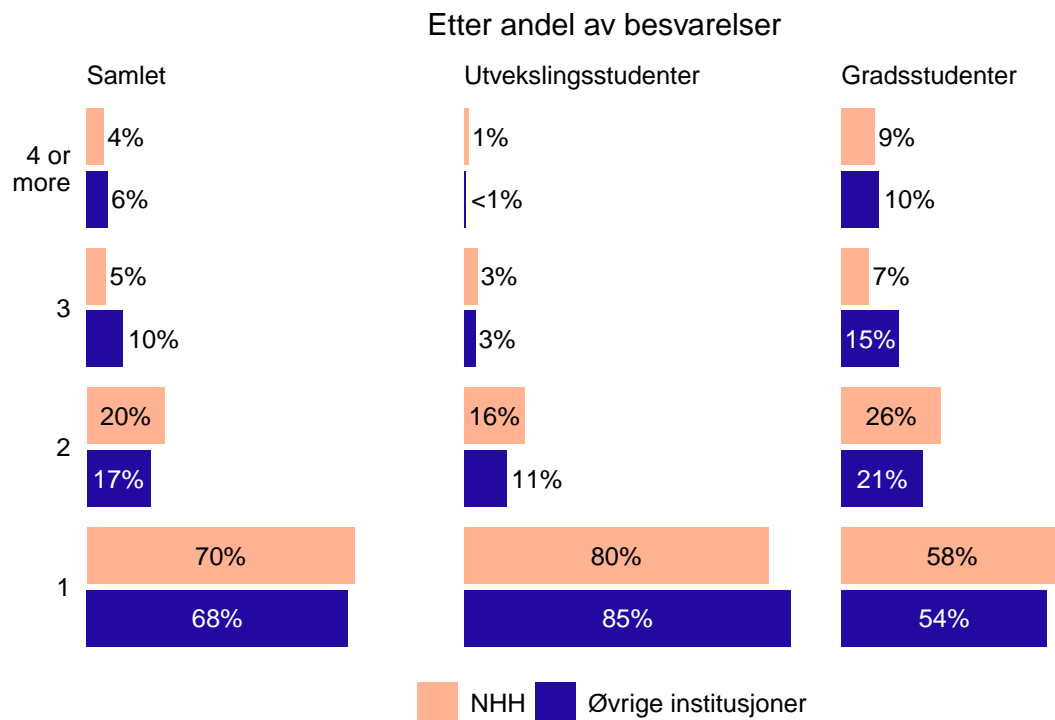
Figur 15: N=4818-4851, NHH=156-158. Spørsmåltekst: "During the time you prepared for your studies in Norway, did you experience any problems with the following?"

Andel med nåværende studieinstitusjon som førstevalg



Figur 16: N=4840, NHH=158. Spørsmålstekst: "Was your present university/college in Norway your first choice of institution?"

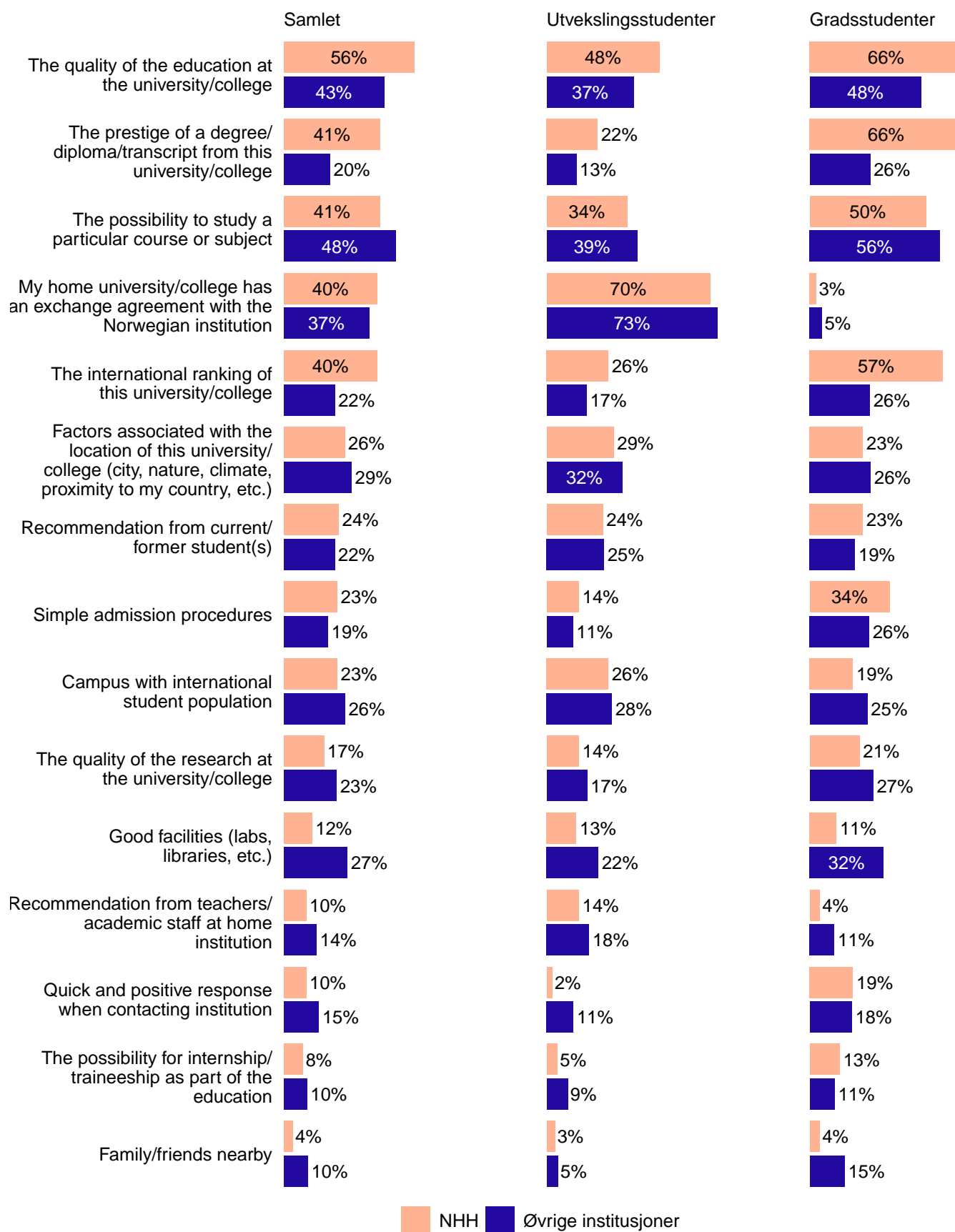
Antall norske institusjoner studenten søkte seg til



Figur 17: N=4830, NHH=157. Spørsmålstekst: "How many Norwegian universities/colleges did you apply to (including your current institution)?" Respondentene måtte velge det alternativet som passet best

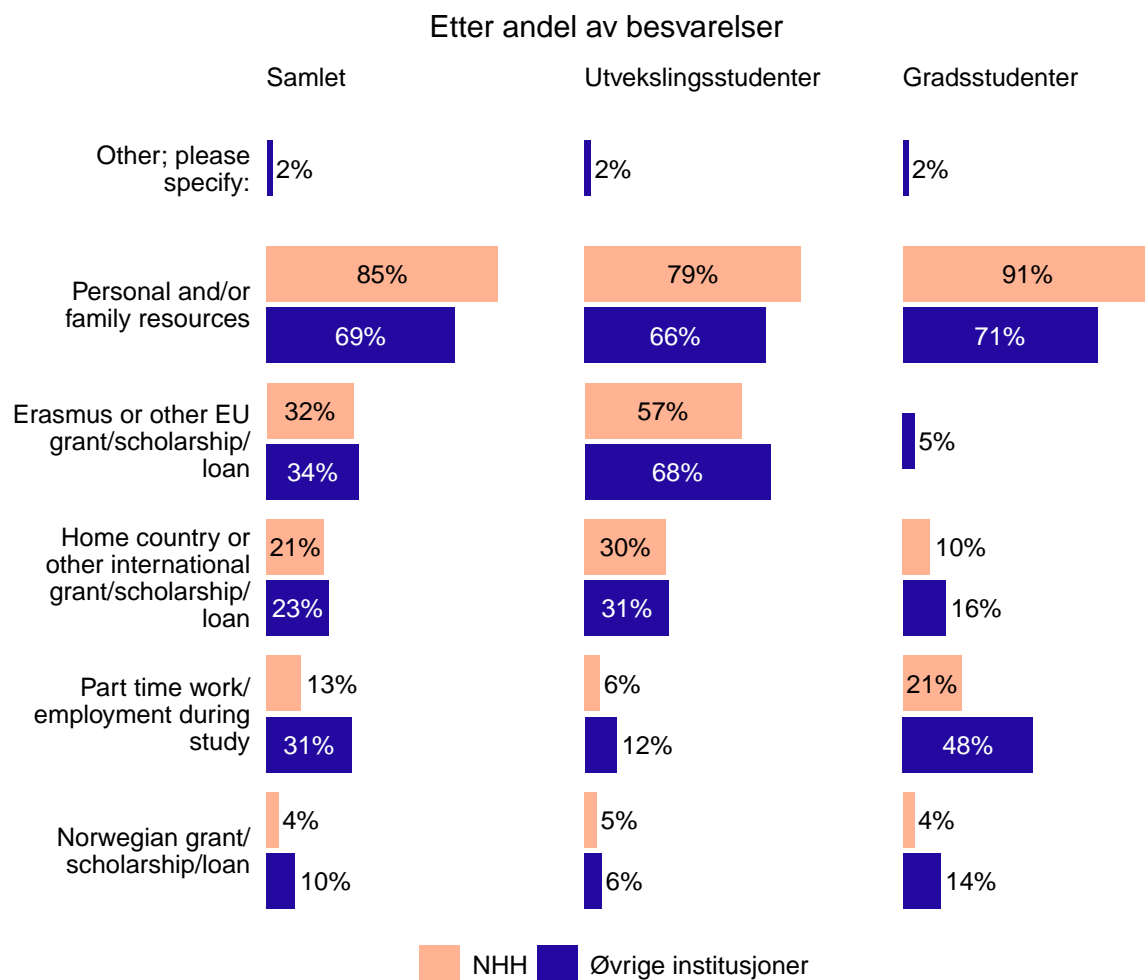
Viktigste faktorer for valg av institusjon

Etter andel av besvarelser



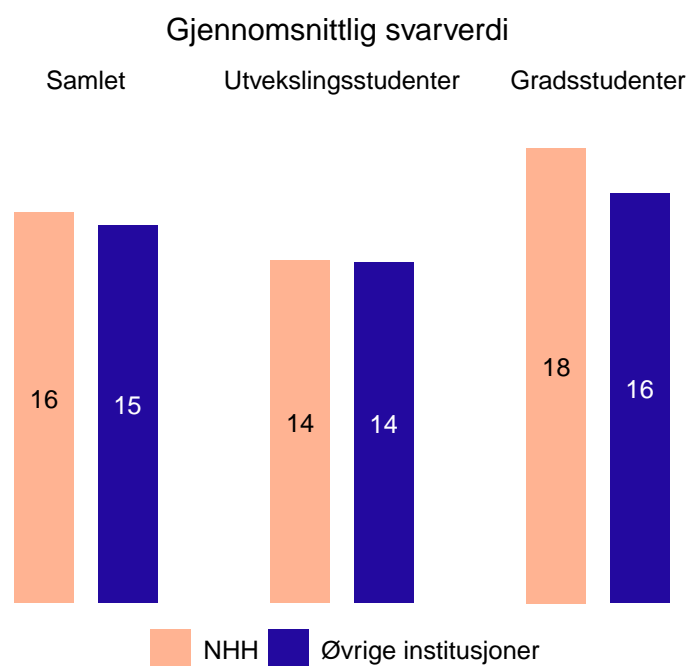
Figur 18: N=4832, NHH=157. Spørsmålstekst: "Please indicate the most important reason(s) for your decision to study at your university/college". Respondentene kunne velge opp til fem av alternativene.

Kilder til finansiering av studieopphold i Norge



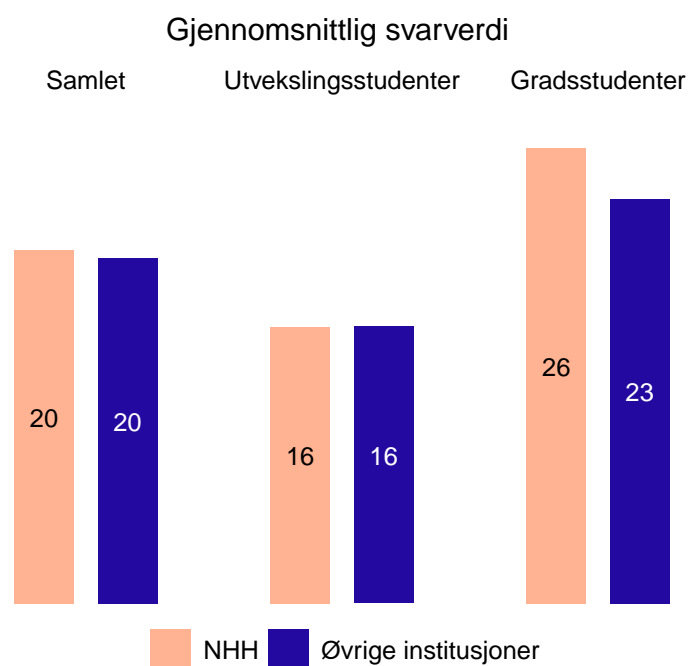
Figur 19: N=4822, NHH=157. Spørsmålstekst: "What are your most important sources of funding while studying in Norway?". Respondentene kunne velge opp til tre av alternativene.

Timer brukt på organisert akademisk aktivitet per uke



Figur 20: N=4467, NHH=148. Spørsmålstekst: "Learning activities organized by the institution (including all teaching and counselling sessions, plus internships (Hours per week))"

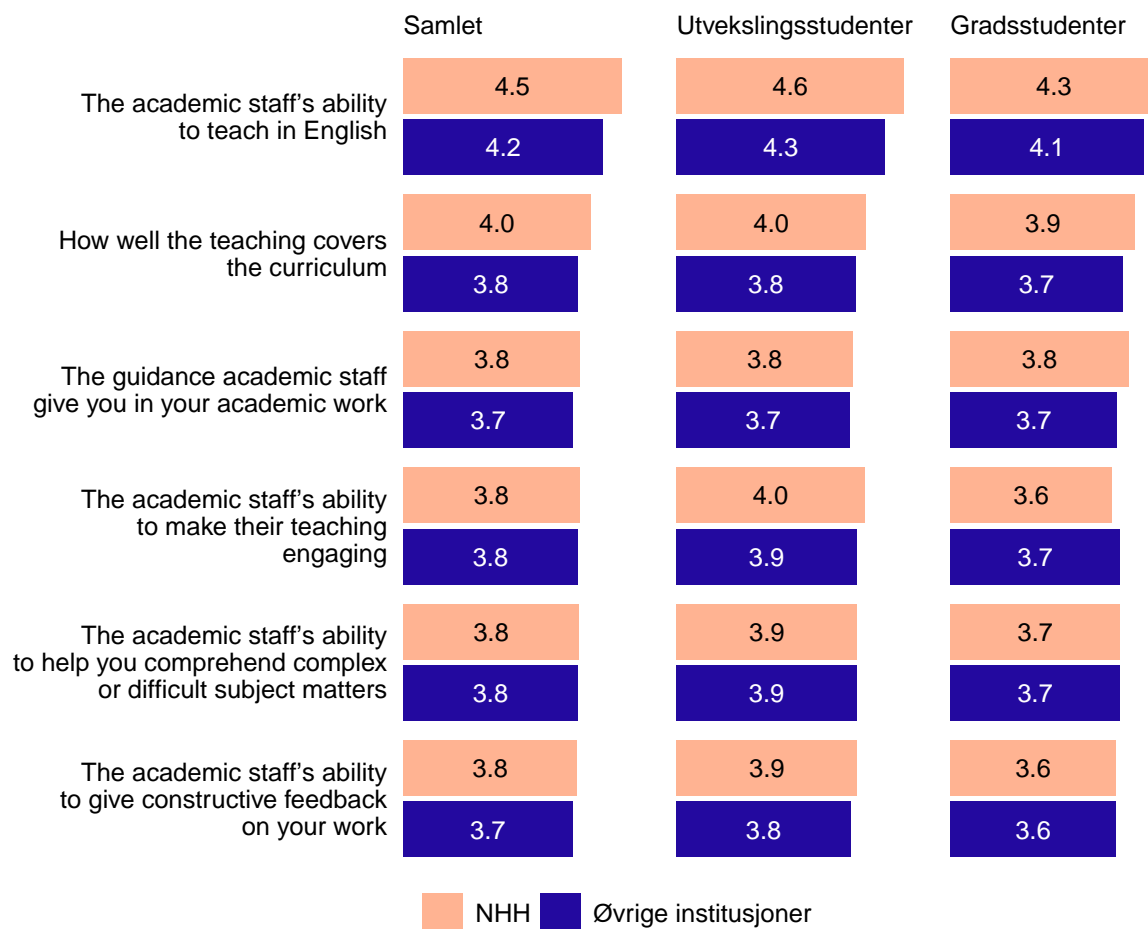
Timer brukt på selvstendig akademisk aktivitet per uke



Figur 21: N=4488, NHH=149. Spørsmålstekst: "Independent study (assigned readings, assignments, group work with other students, etc.) (Hours per week)"

Tilfredshet med læring og akademisk oppfølging: undervisning

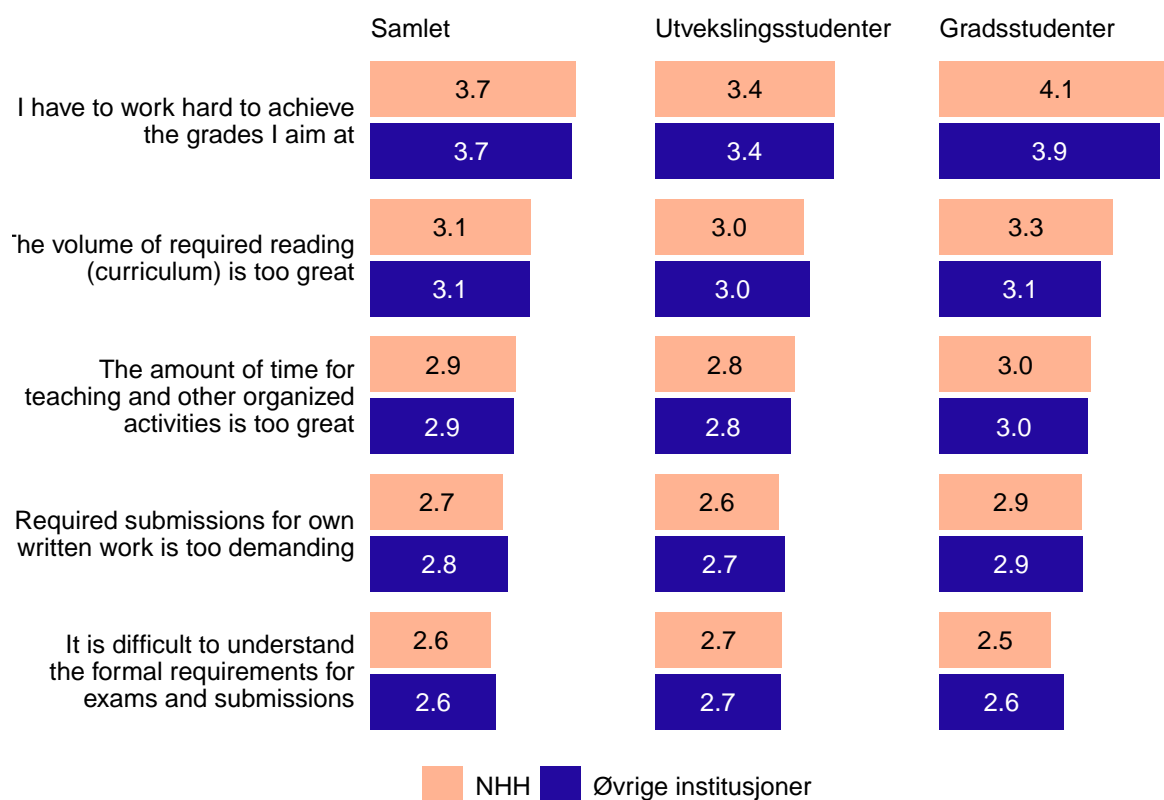
Gjennomsnittlig svarverdi på en skala fra 1(Very dissatisfied) til 5(Very satisfied).



Figur 22: N=4724-4734, NHH=154-155. Spørsmålstekst: "How satisfied or dissatisfied are you with:"

Tilfredshet med læring og akademisk oppfølging

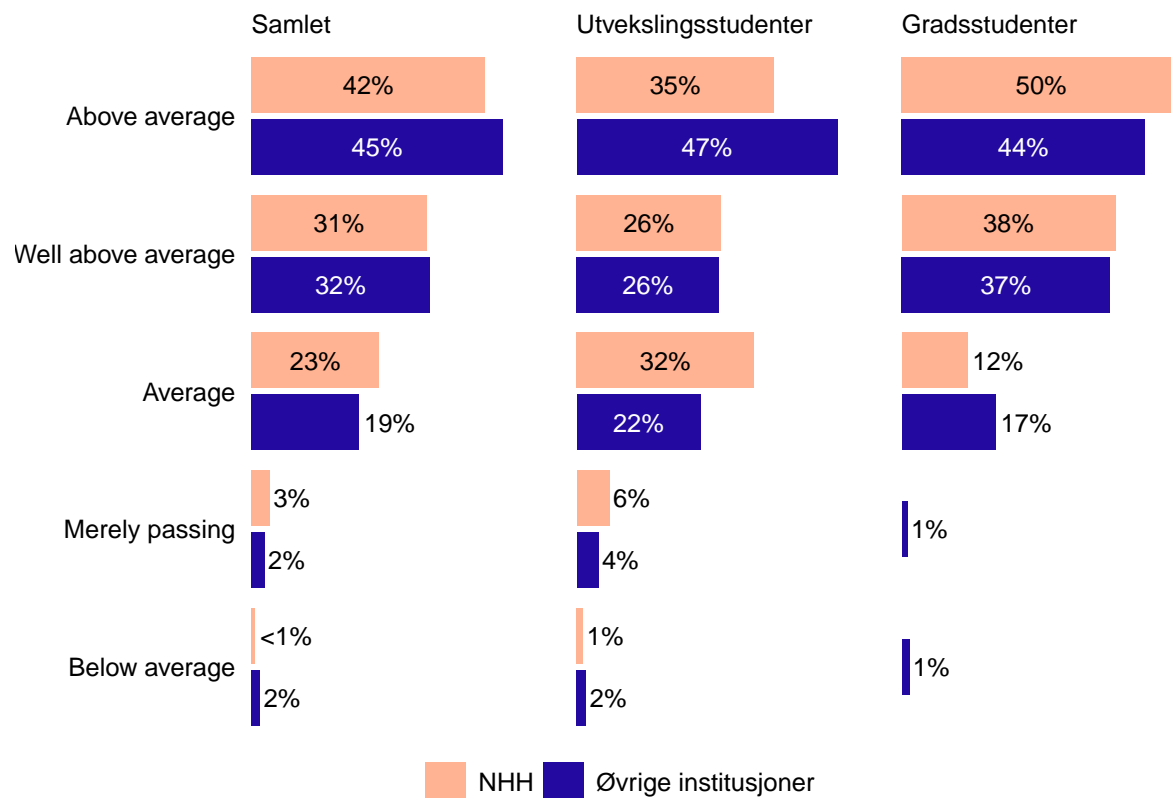
Gjennomsnittlig svarverdi på en skala fra 1(Strongly disagree) til 5(Strongly agree).



Figur 23: N=4659-4671, NHH=153-153. Spørsmålstekst: "Do you agree or disagree with the following statements regarding workload and formal requirements?"

Akademiske ambisjoner for oppholdet

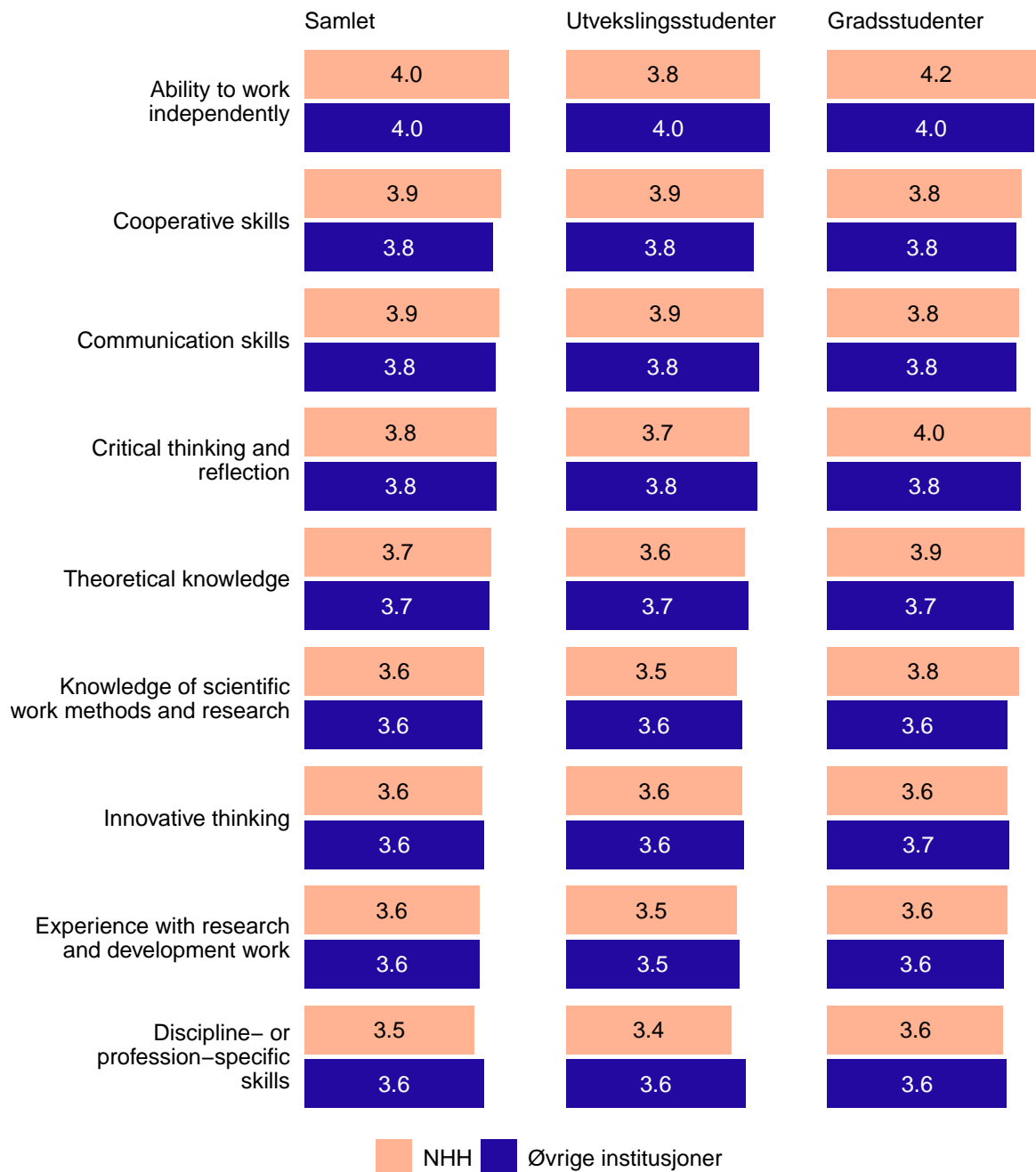
Etter andel av besvarelser



Figur 24: N=4671, NHH=153. Spørsmålstekst: "What goals do you have concerning your grades?". Respondentene måtte velge det alternativet som passet best

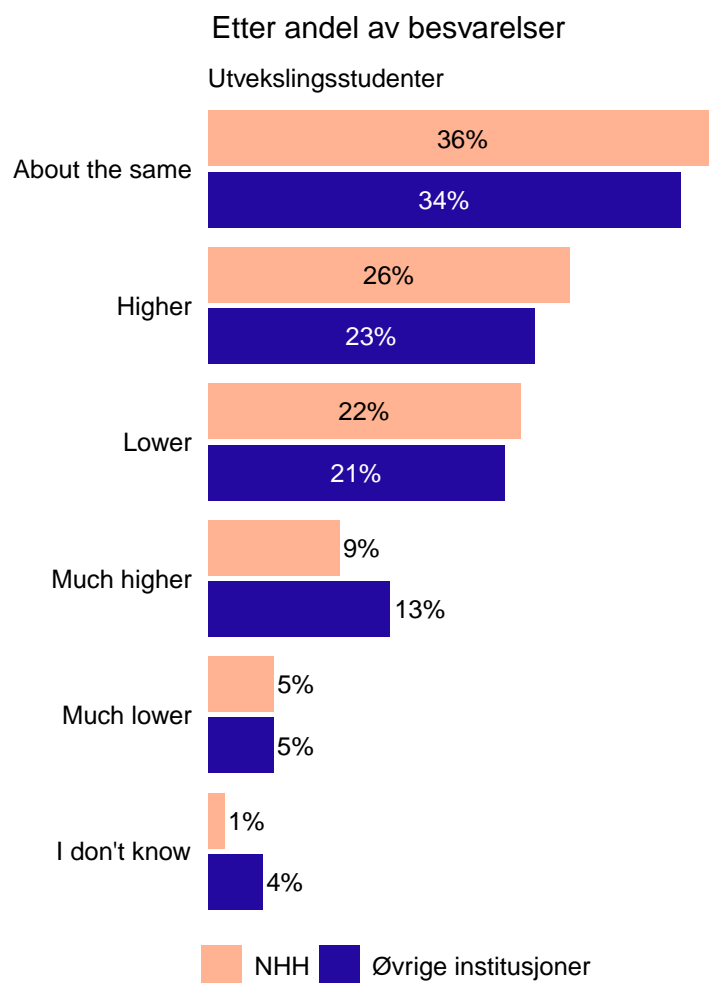
Tilfredshet med læringsutbyttet

Gjennomsnittlig svarverdi på en skala fra 1 (Very dissatisfied) til 5 (Very satisfied).



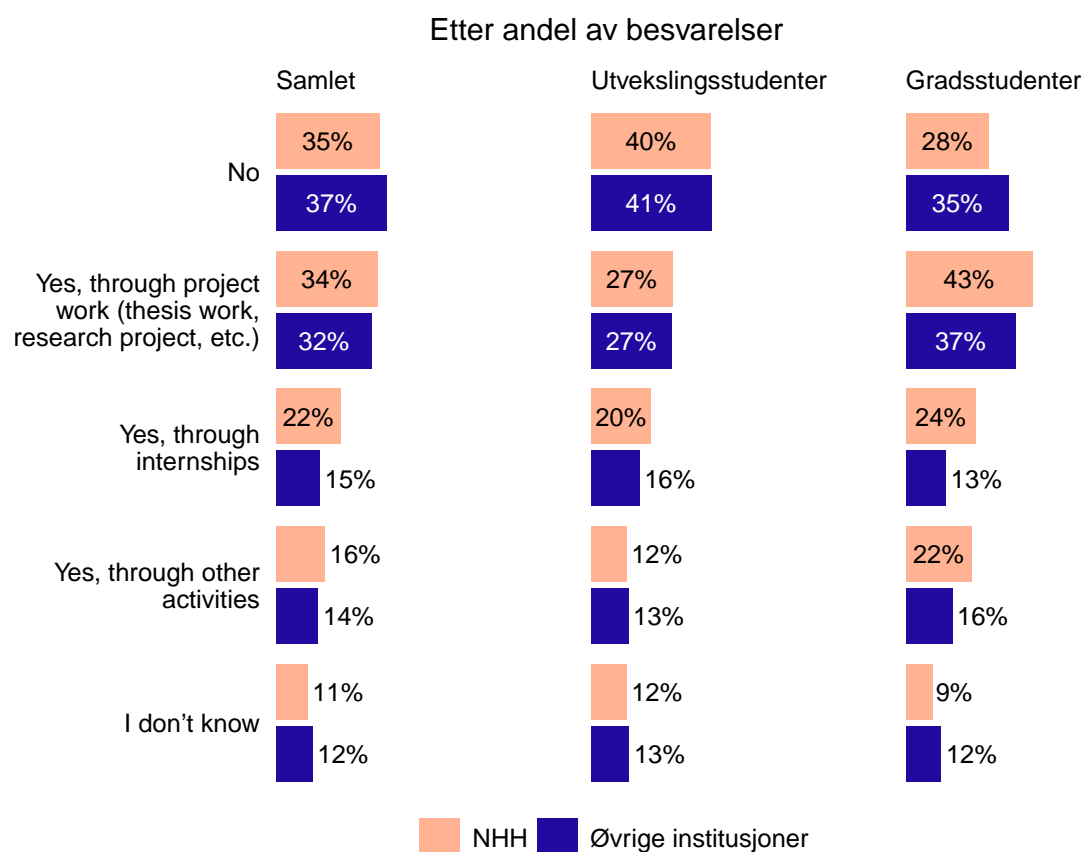
Figur 25: N=4608-4625, NHH=151-153. Spørsmålstekst: "How satisfied are you with your own learning outcome so far, concerning:"

Akademisk nivå sammenlignet med avsenderinstitusjon

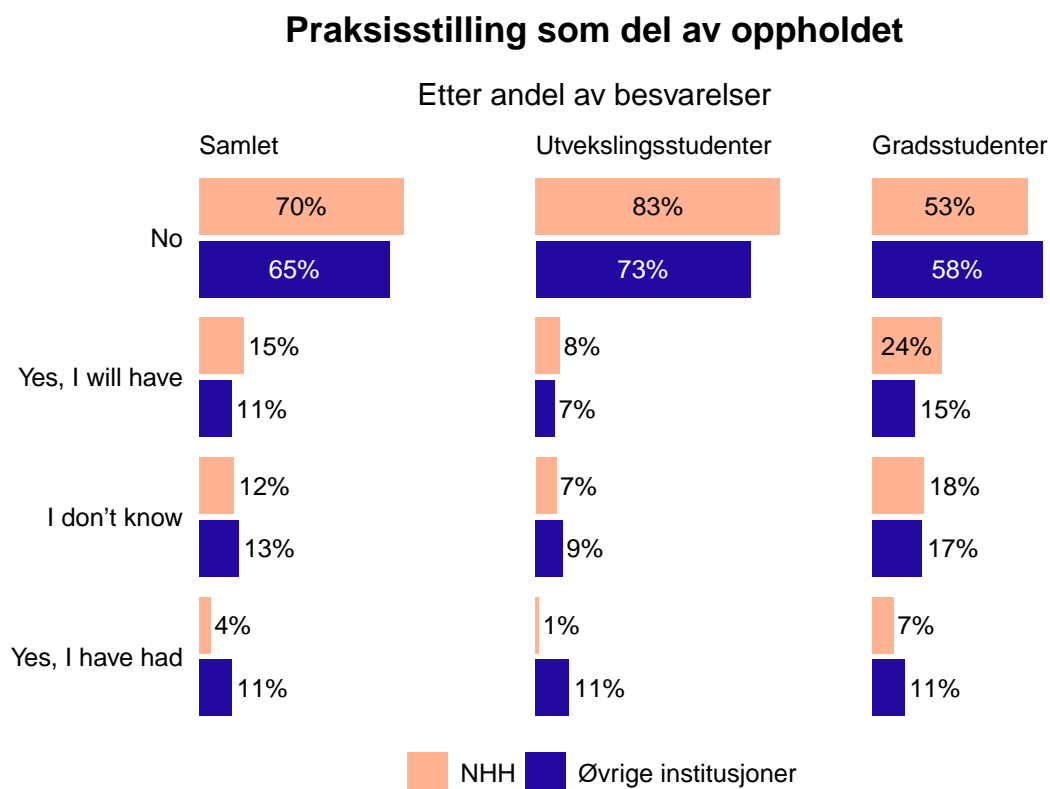


Figur 26: N=2149, NHH=85. Spørsmålstekst: "Compared to your home institution, how will you rate the academic level of your Norwegian exchange institution?". Respondentene måtte velge det alternativet som passet best. Spørsmålet ble bare stilt til utvekslingsstudenter.

Kontakt med arbeidsmarkedet gjennom studiet

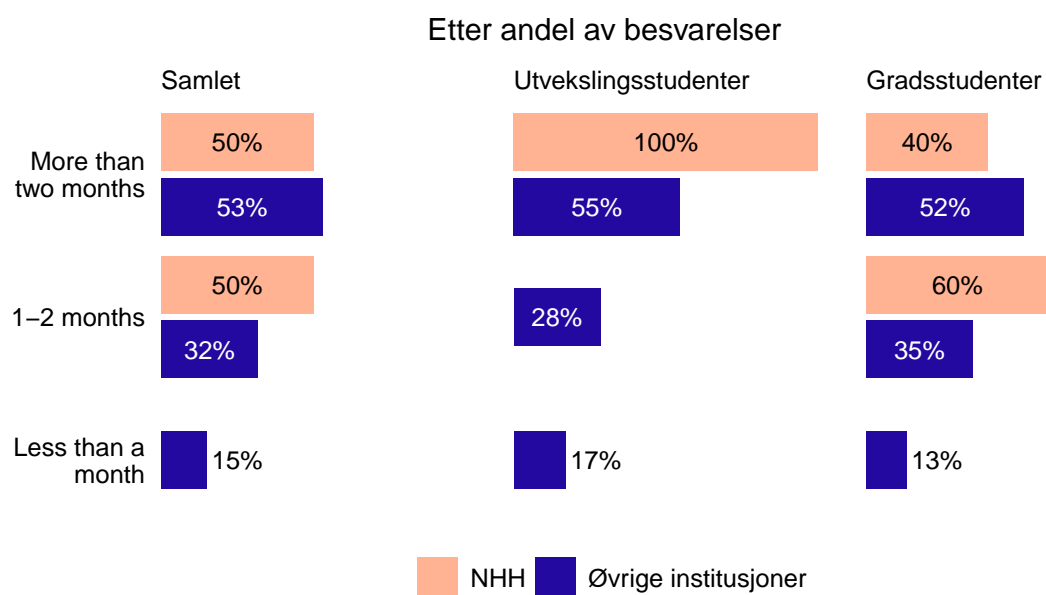


Figur 27: N=4653, NHH=152. Spørsmålstekst: "Is contact with working life integrated in your current studies?". Respondentene kunne velge opp til tre av alternativene. Alternativene 'No' og 'I don't know' utelukket andre svar



Figur 28: N=4652, NHH=152. Spørsmålstekst: "Have you had, or will you have an internship/traineeship as part of your studies in Norway (does not include part time work outside the studies)?" Respondentene kunne velge opp til to av alternativene. Alternativene 'No' og 'I don't know' utelukket andre svar

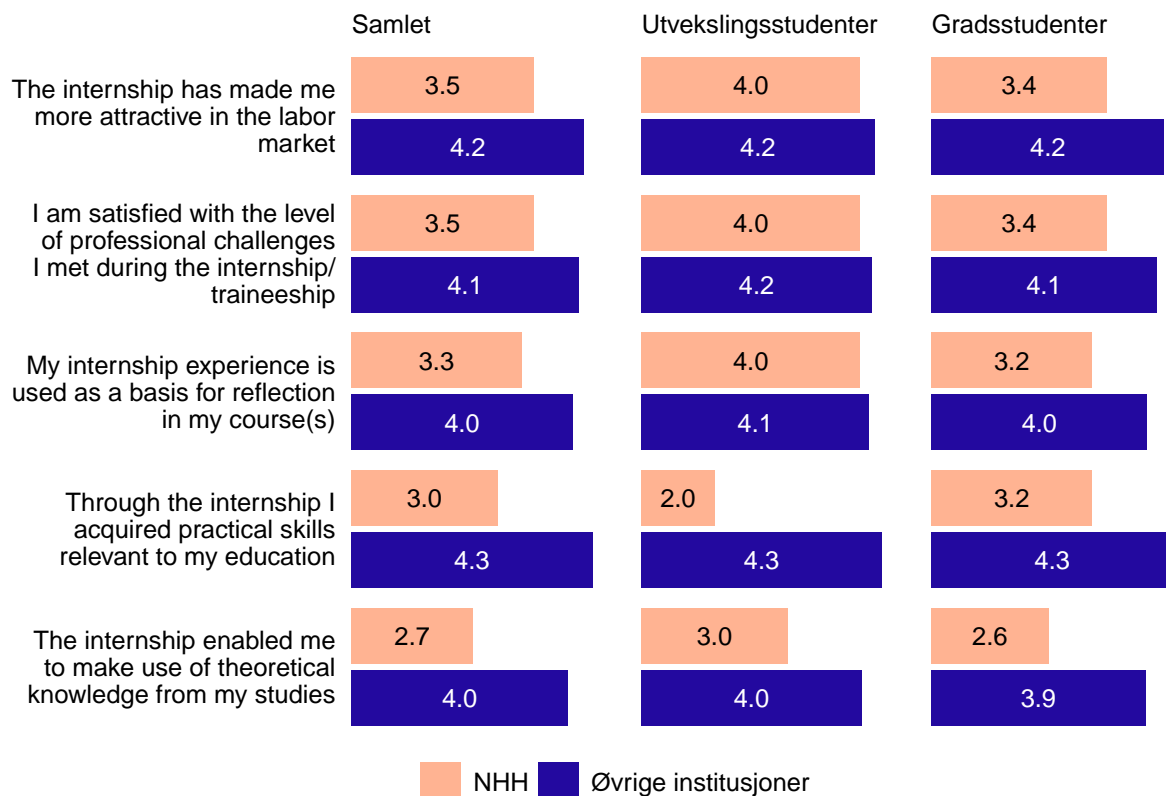
Varighet av praksisstilling



Figur 29: N=508, NHH=6. Spørsmålstekst: "What was the duration of the internship/traineeship?". Respondentene måtte velge det alternativet som passet best. Spørsmålet gikk til respondenter som oppgav å ha hatt praksisstilling som del av oppholdet.

Vurdering av praksisstilling

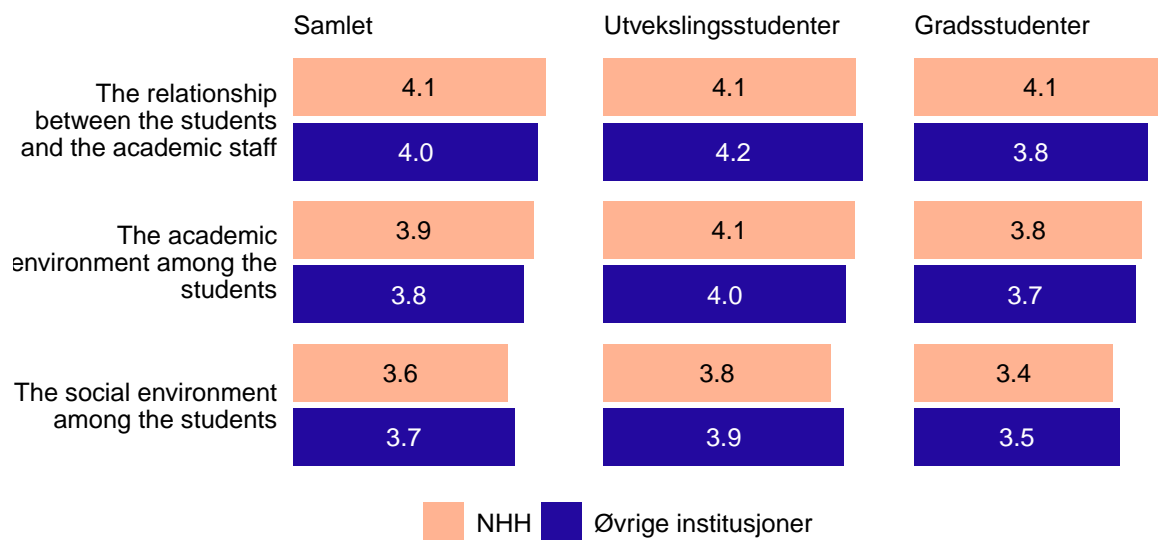
Gjennomsnittlig svarverdi på en skala fra 1(Strongly disagree) til 5(Strongly agree).



Figur 30: N=505-507, NHH=6-6. Spørsmålstekst: "To what extent do you agree or disagree with the following statements:". Spørsmålet gikk til respondenter som oppgav å ha hatt praksisstilling som del av oppholdet.

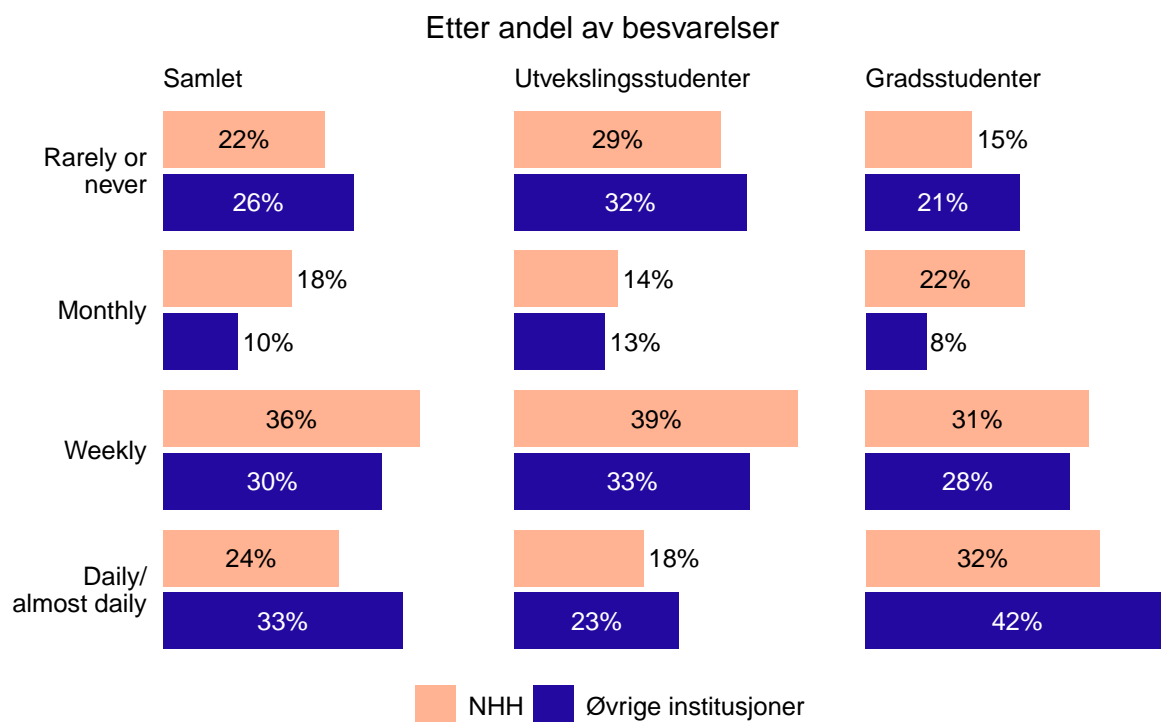
Vurdering av studiemiljøet

Gjennomsnittlig svarverdi på en skala fra 1 (Very dissatisfied) til 5 (Very satisfied).



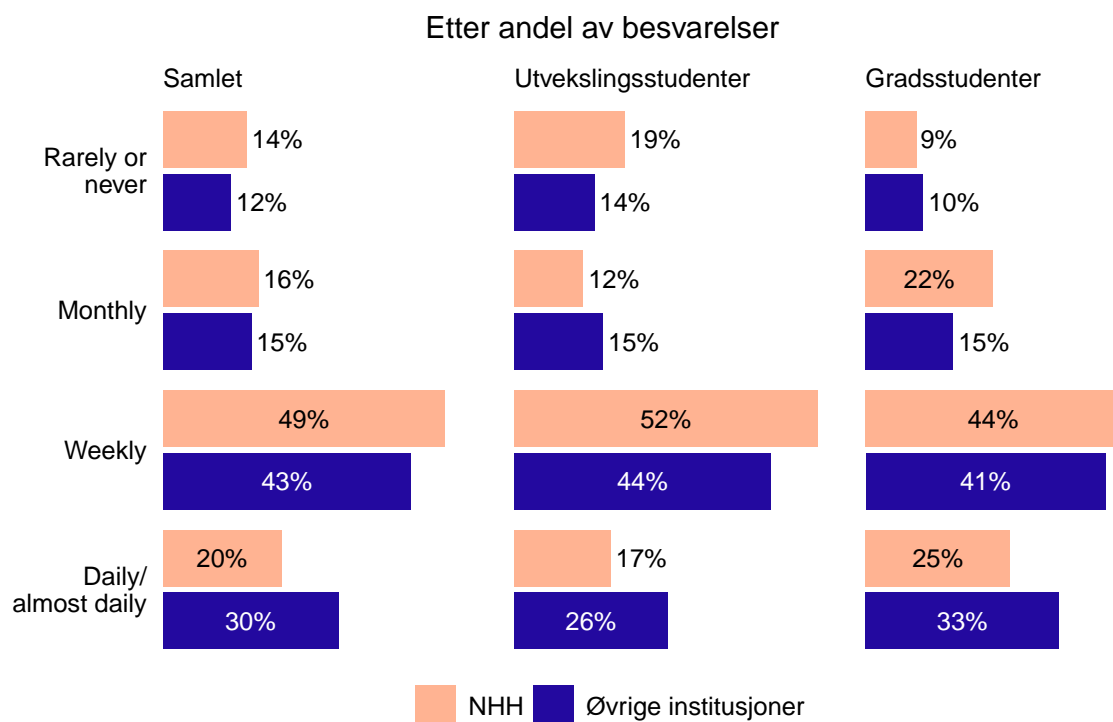
Figur 31: N=4628-4631, NHH=152-152. Spørsmålstekst: "How satisfied or dissatisfied are you with the following aspects of your study environment?"

Akademisk interaksjon med norske studenter i undervisning



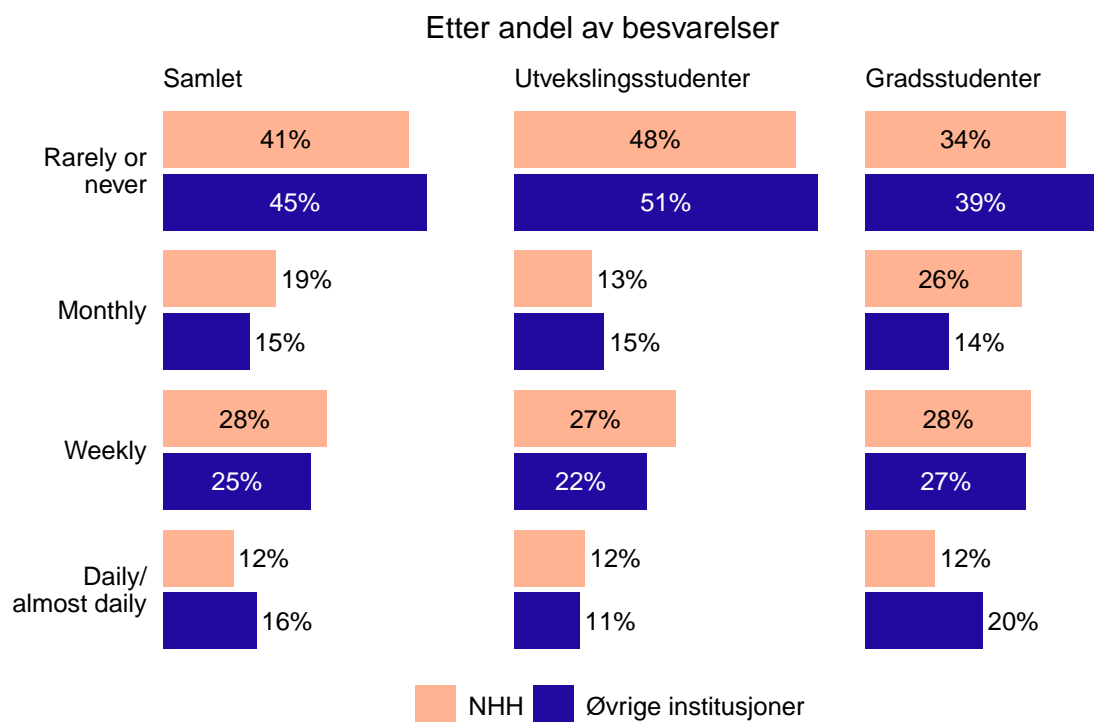
Figur 32: N=4615, NHH=152. Spørsmålstekst: "I interact with Norwegian students in the classroom (/lecture hall, seminar room, etc.) (How often do you interact academically with Norwegians in the following settings:)". Respondentene måtte velge det alternativet som passet best

Akademisk interaksjon med norske fagansatte i undervisning



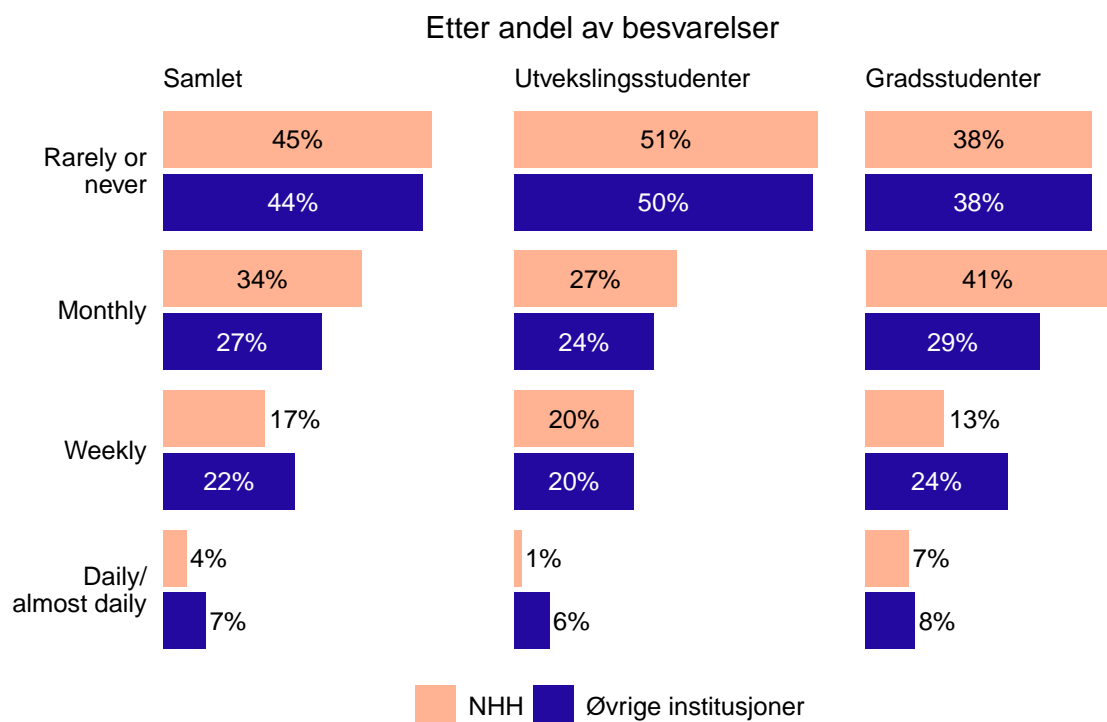
Figur 33: N=4613, NHH=152. Spørsmålstekst: "I interact with academic staff in the classroom (/lecture hall, seminar room, etc.) (How often do you interact academically with Norwegians in the following settings:)". Respondentene måtte velge det alternativet som passet best

Akademisk interaksjon med norske studenter utenfor undervisning



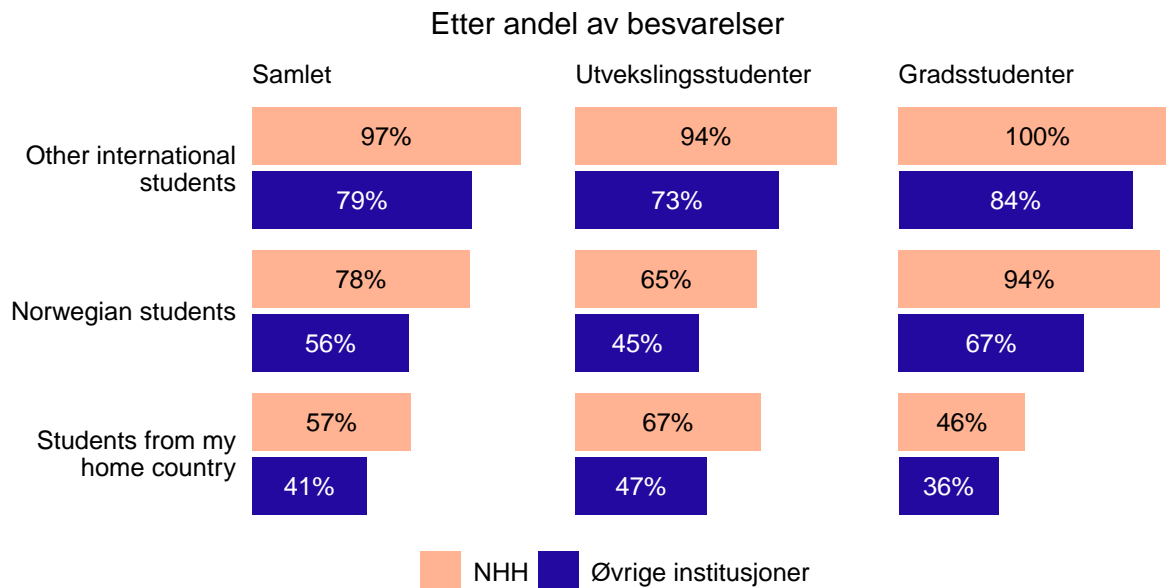
Figur 34: N=4610, NHH=152. Spørsmålstekst: "I discuss academic issues with Norwegian students outside the classroom (How often do you interact academically with Norwegians in the following settings:)". Respondentene måtte velge det alternativet som passet best

Akademisk interaksjon med norske fagansatte utenfor undervisning



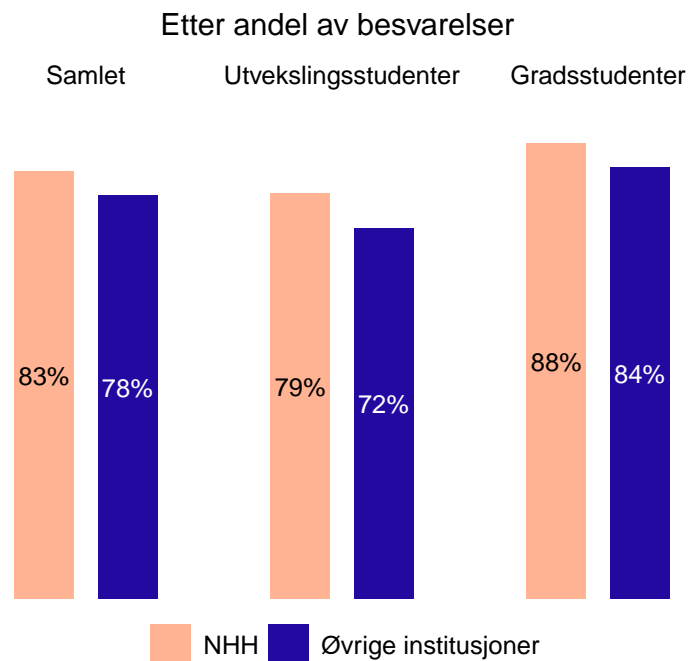
Figur 35: N=4610, NHH=152. Spørsmålstekst: "I discuss academic issues with academic staff outside the classroom (How often do you interact academically with Norwegians in the following settings:)". Respondentene måtte velge det alternativet som passet best

Samarbeidspartnere på skriftlige arbeider



Figur 36: N=4578, NHH=152. Spørsmålstekst: "During my current studies in Norway, I have worked on written assignments together with".

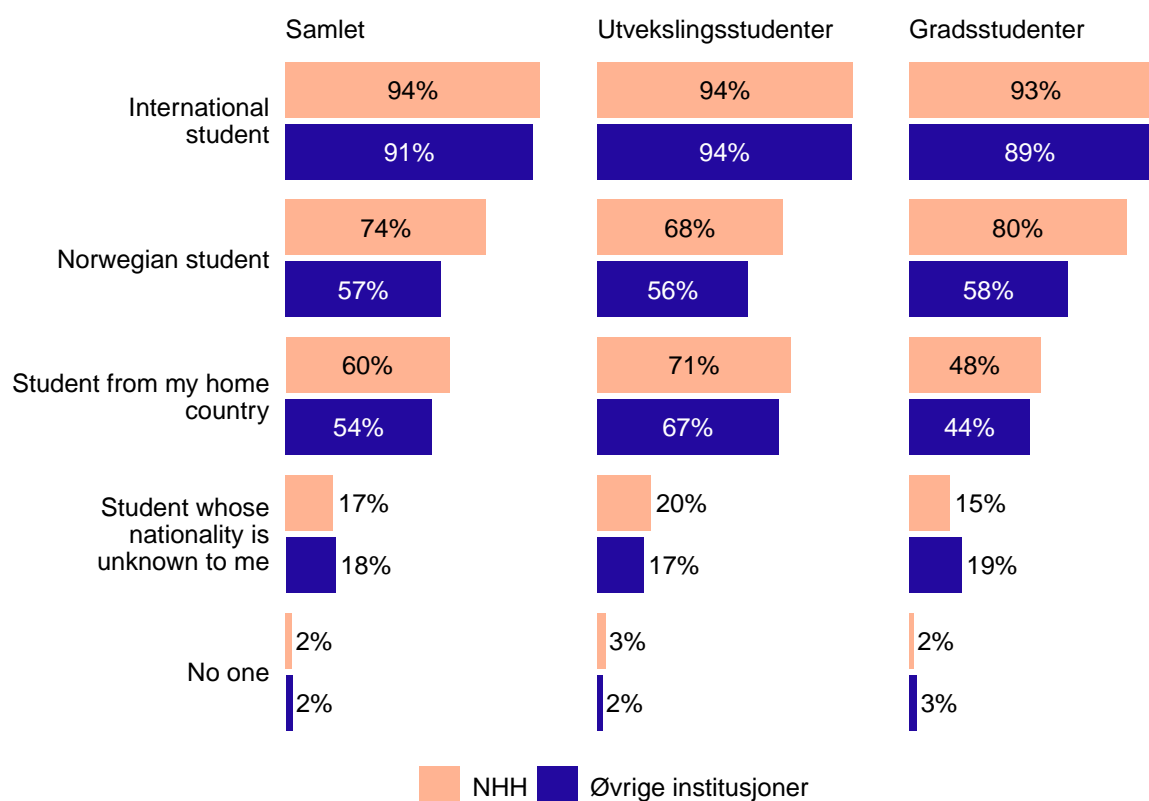
Andel som deltok i introduksjonsuke



Figur 37: N=4612, NHH=152. Spørsmålstekst: "Did you attend an introductory week at your university/college?"

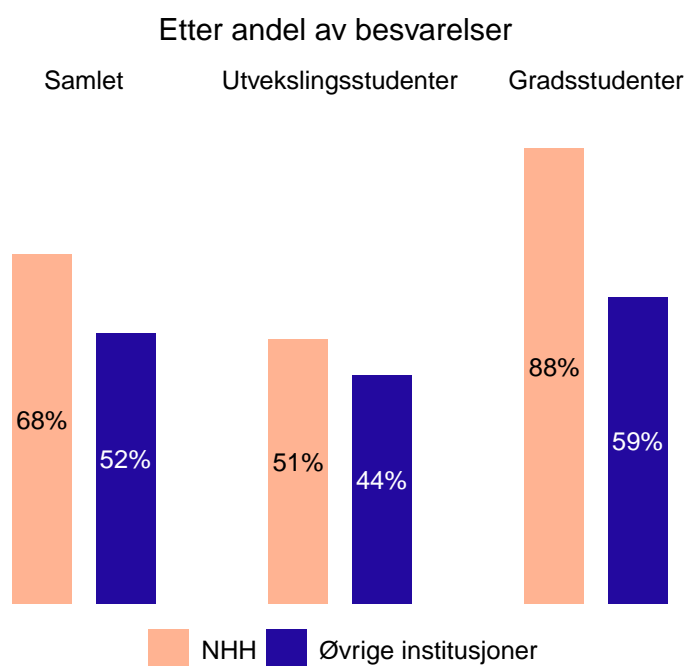
Bekjentskaper i introduksjonsuken

Etter andel av besvarelser



Figur 38: N=3614, NHH=126. Spørsmålstekst: "During the introductory week at my university/college, I became acquainted with at least one". Respondentene kunne velge opp til tre av alternativene. Alternativet 'No one' utelukket andre svar. Spørsmålet ble stilt til respondenter som oppgav å ha deltatt i introduksjonsuke.

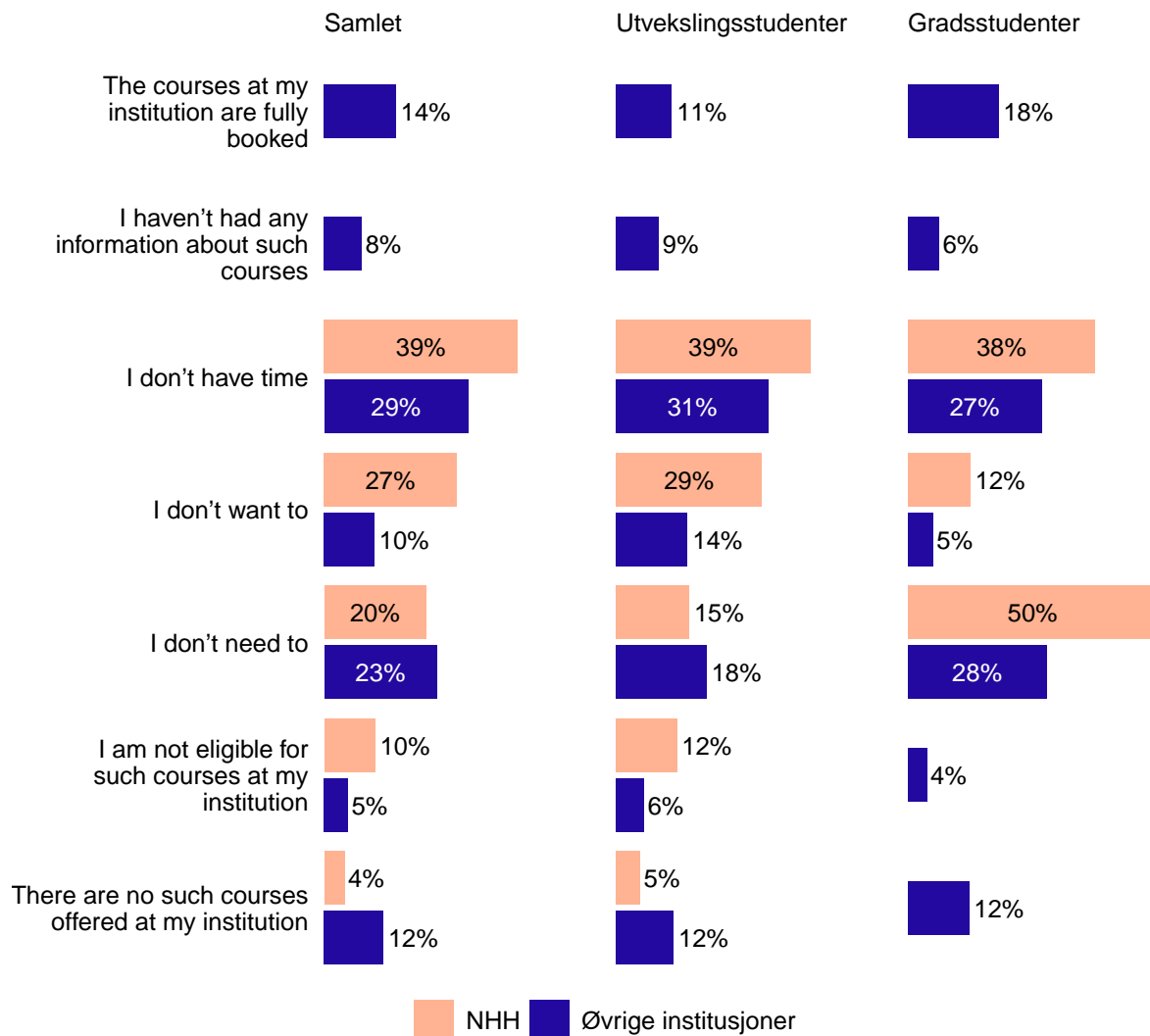
Andel som deltok i norskkurs under oppholdet



Figur 39: N=4611, NHH=152. Spørsmålstekst: "Are you attending, or have you attended a Norwegian language training course during your studies in Norway?"

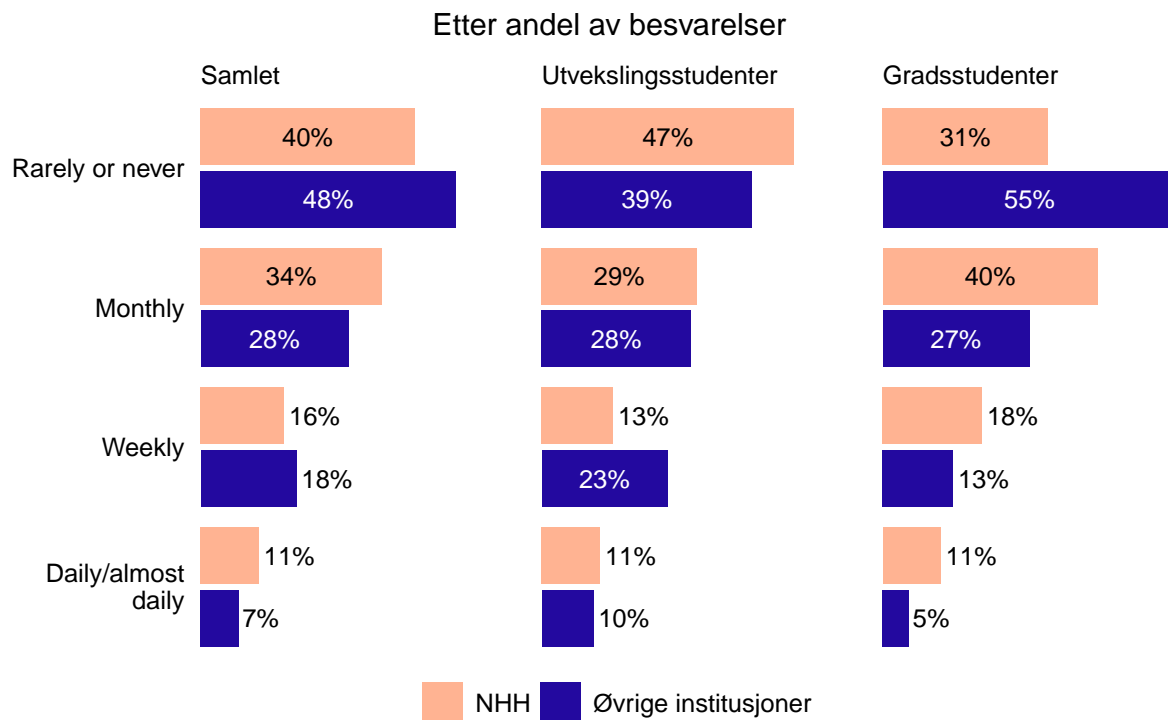
Årsak for å avstå fra norskkurs

Etter andel av besvarelser



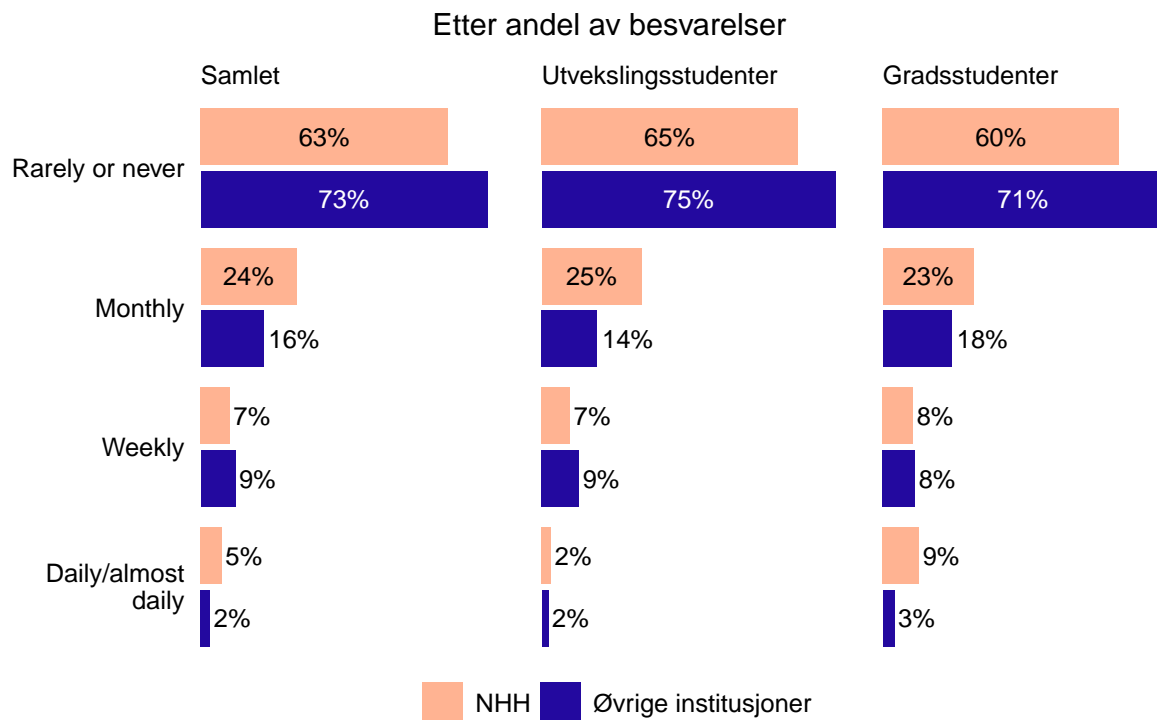
Figur 40: N=2158, NHH=49. Spørsmålstekst: "Why haven't you attended a Norwegian language training course?". Respondentene måtte velge det alternativet som passet best. Spørsmålet ble stilt til respondenter som oppgav å ikke ha deltatt i norskkurs.

Deltakelse i frivillig aktivitet: internasjonal studentgruppe



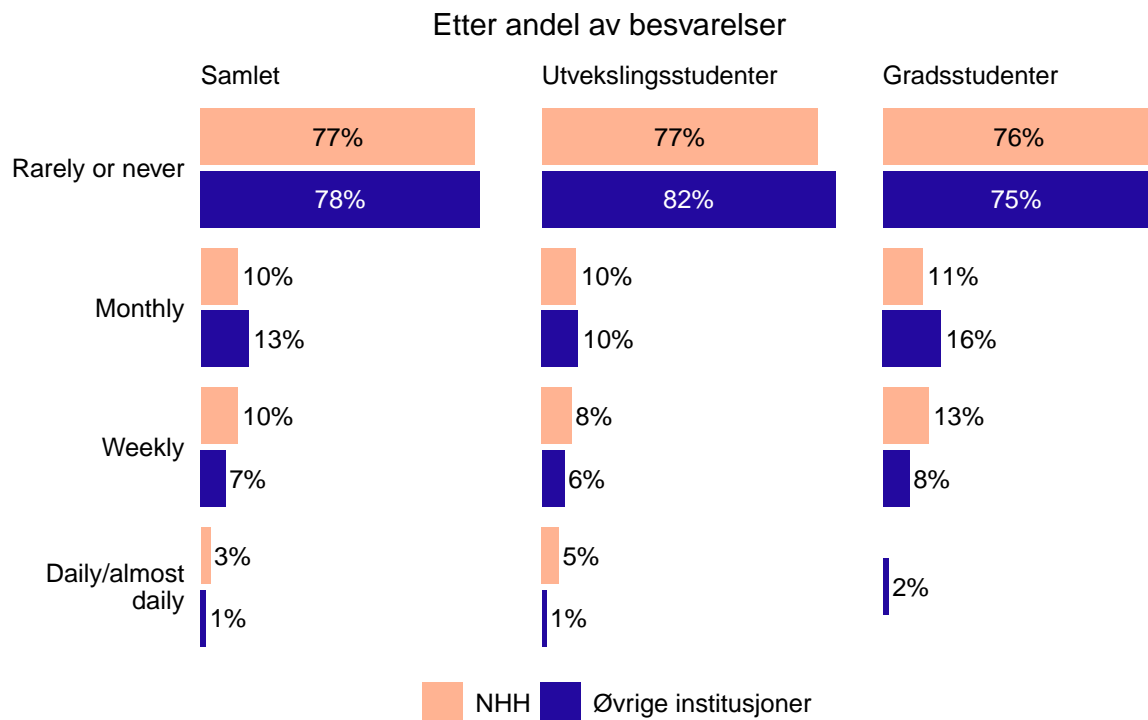
Figur 41: N=4540, NHH=148. Spørsmålstekst: "International student group (To what extent have you participated in any of the following organized voluntary student activities in Norway?)". Respondentene måtte velge det alternativet som passet best

Deltakelse i frivillig aktivitet: studentforening



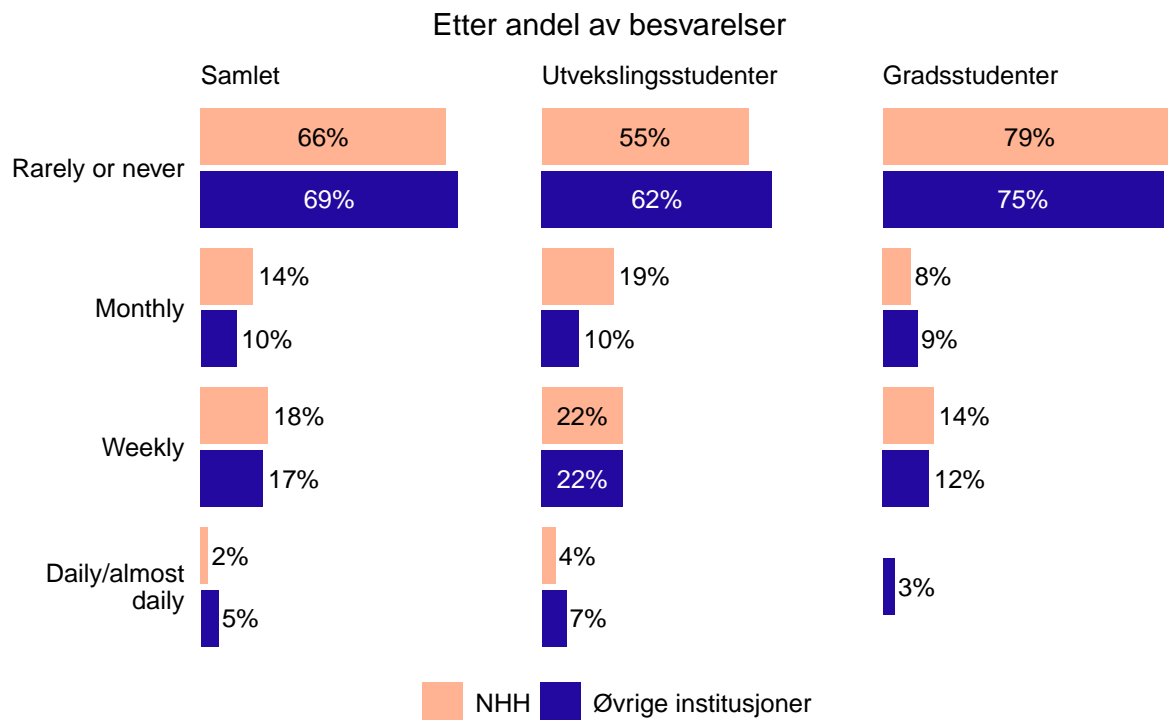
Figur 42: N=4509, NHH=148. Spørsmålstekst: "Student union (To what extent have you participated in any of the following organized voluntary student activities in Norway?)". Respondentene måtte velge det alternativet som passet best

Deltakelse i frivillig aktivitet: studiegruppe



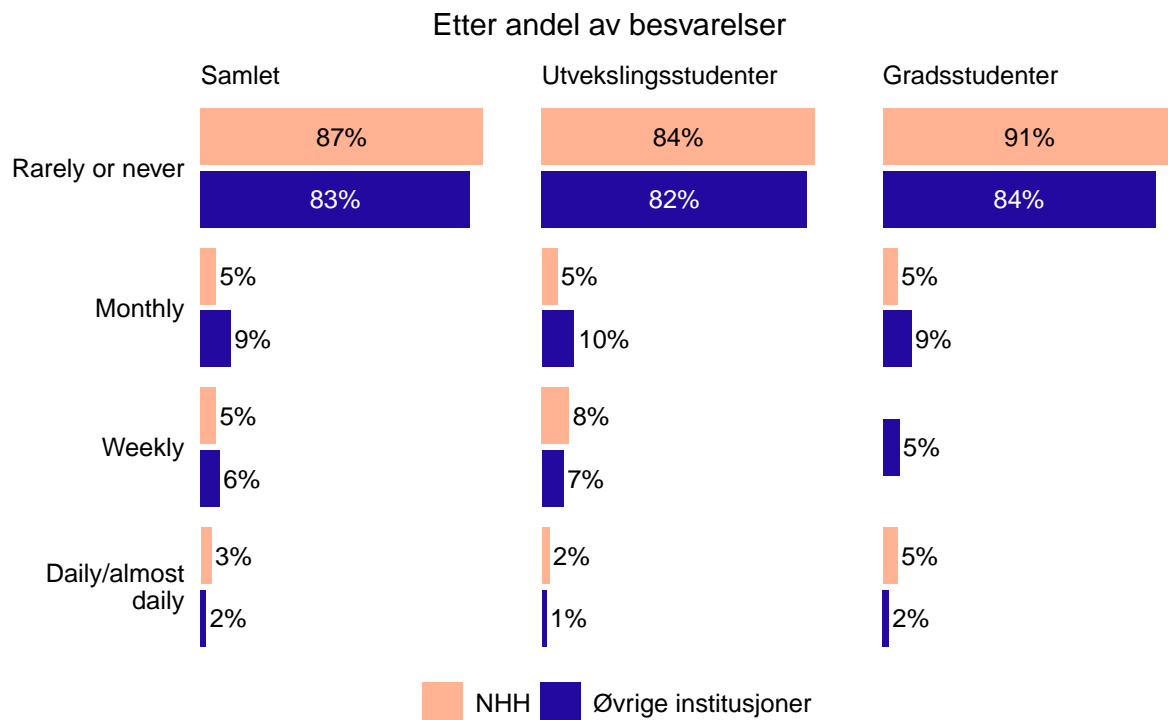
Figur 43: N=4481, NHH=146. Spørsmålstekst: "Program of study-club (To what extent have you participated in any of the following organized voluntary student activities in Norway?)". Respondentene måtte velge det alternativet som passet best

Deltakelse i frivillig aktivitet: lagsport



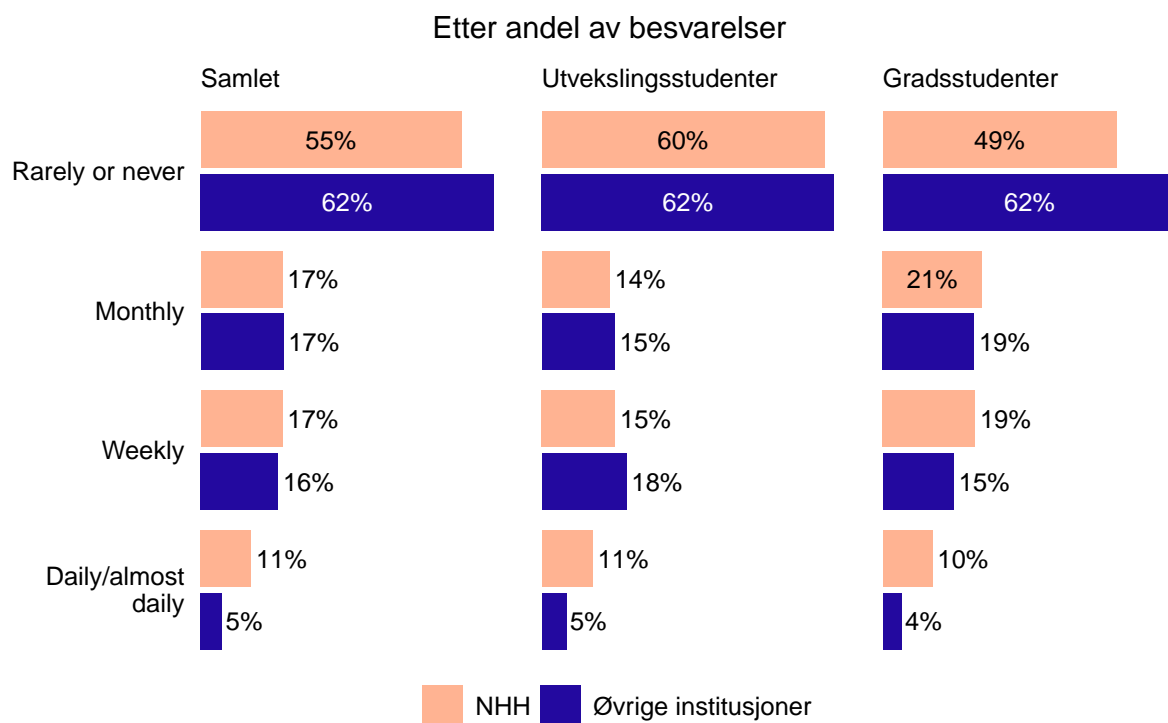
Figur 44: N=4518, NHH=149. Spørsmålstekst: "Sports team (To what extent have you participated in any of the following organized voluntary student activities in Norway?)". Respondentene måtte velge det alternativet som passet best

Deltakelse i frivillig aktivitet: musikk-, teater- eller kunstgruppe



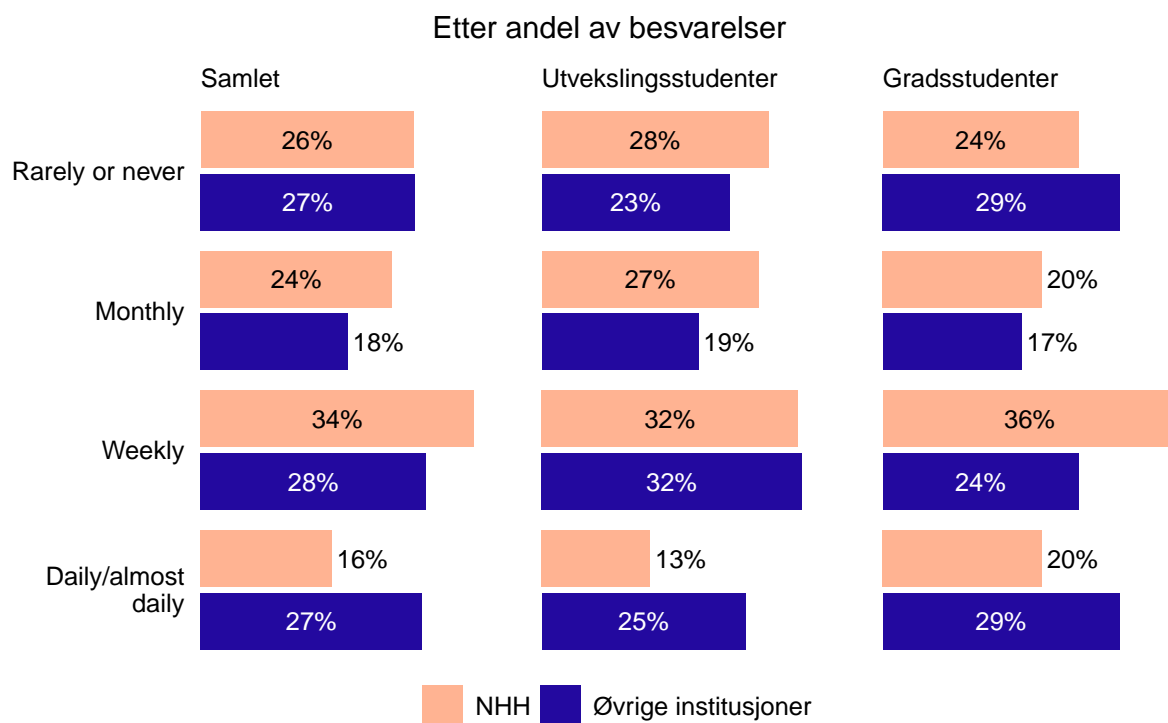
Figur 45: N=4484, NHH=148. Spørsmålstekst: "Music/theatre/arts group (To what extent have you participated in any of the following organized voluntary student activities in Norway?)". Respondentene måtte velge det alternativet som passet best

Deltakelse i frivillig aktivitet: Annen studentgruppe



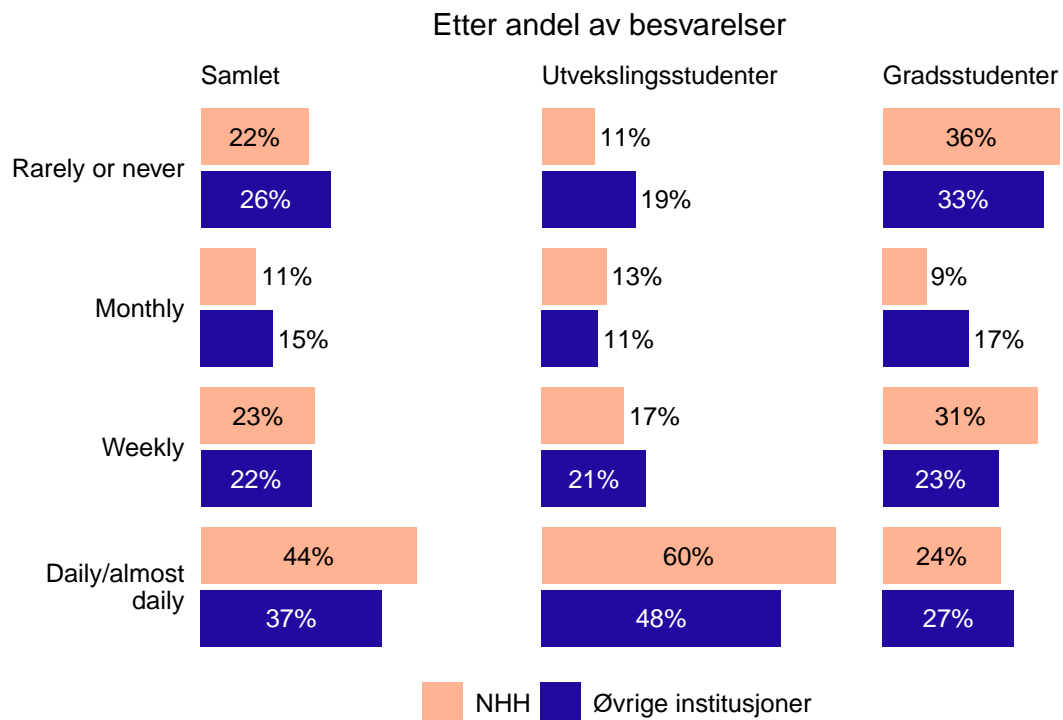
Figur 46: N=4479, NHH=151. Spørsmålstekst: "Other student group (To what extent have you participated in any of the following organized voluntary student activities in Norway?)". Respondentene måtte velge det alternativet som passet best

Sosial omgang med nordmenn



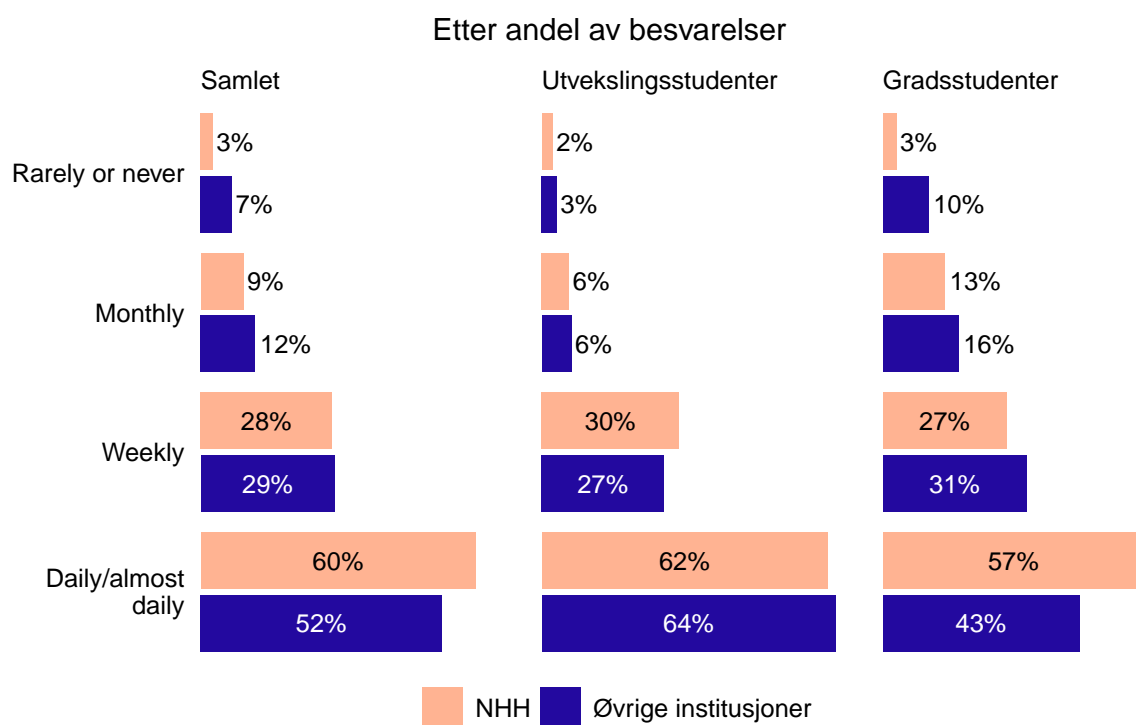
Figur 47: N=4569, NHH=148. Spørsmålstekst: "Norwegians (How often do you socialize with the following groups in your leisure time?)". Respondentene måtte velge det alternativet som passet best

Sosial omgang med personer fra hjemlandet



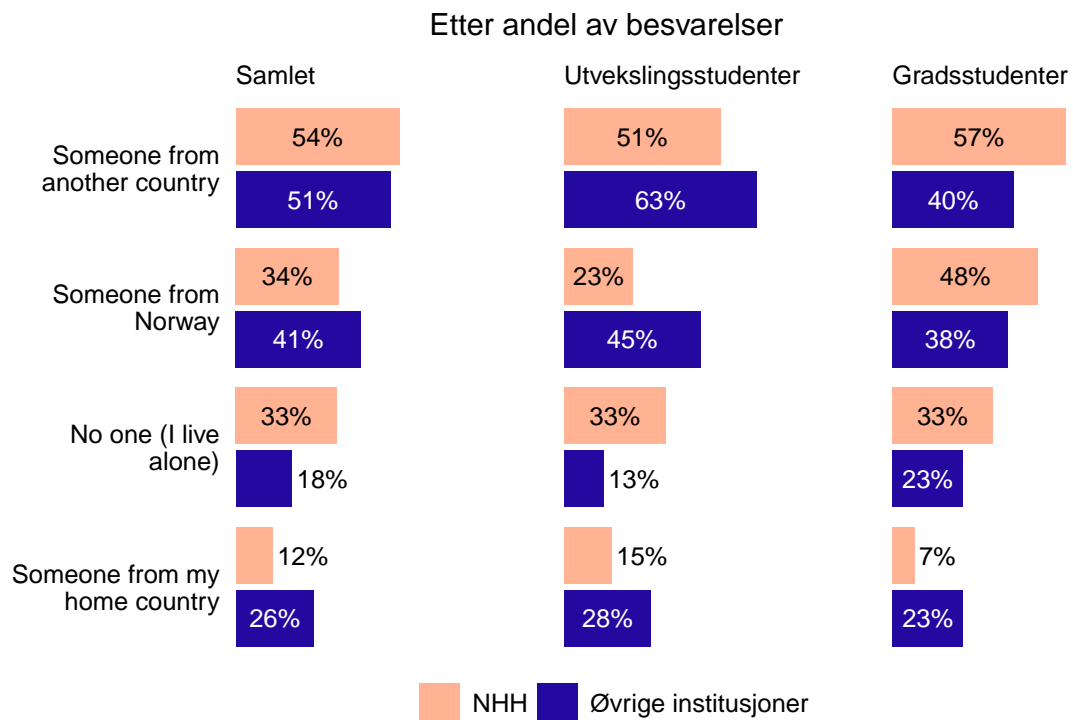
Figur 48: N=4566, NHH=151. Spørsmålstekst: "People from my home country (How often do you socialize with the following groups in your leisure time?)". Respondentene måtte velge det alternativet som passet best

Sosial omgang med personer fra andre land



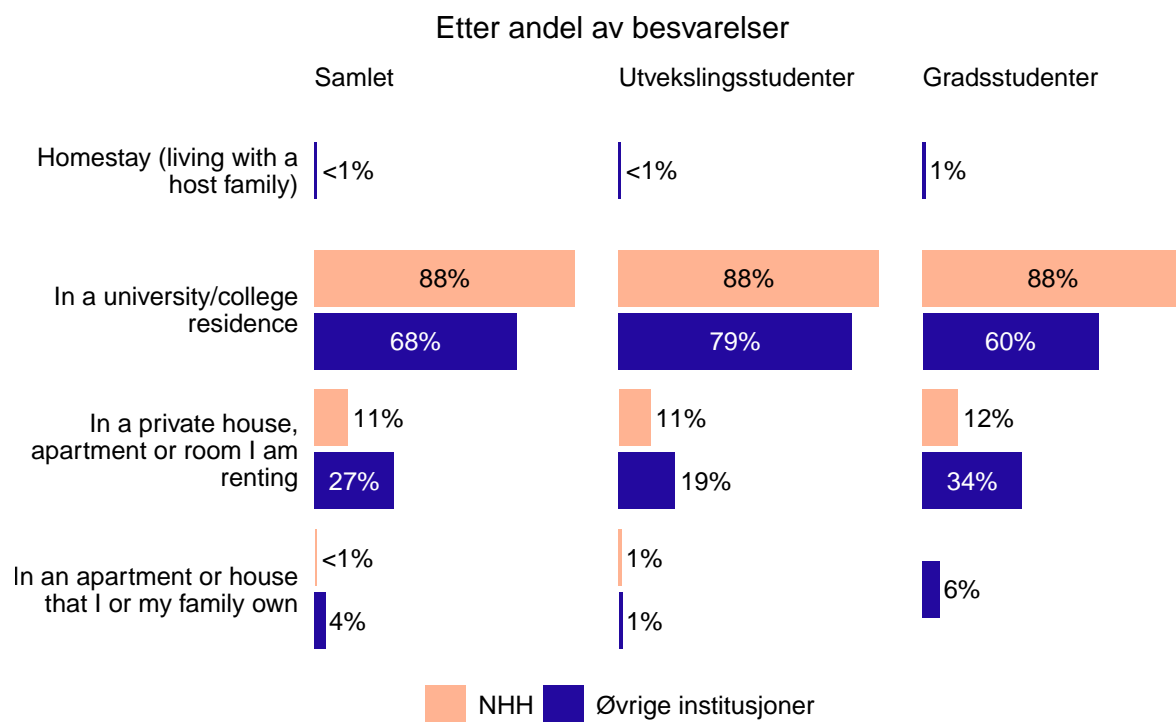
Figur 49: N=4577, NHH=151. Spørsmålstekst: "People from other countries (How often do you socialize with the following groups in your leisure time?)". Respondentene måtte velge det alternativet som passet best

Romkameraters nasjonalitet



Figur 50: N=4614, NHH=151. Spørsmålstekst: "I currently share accommodation with". Respondentene kunne velge opp til tre av alternativene. Alternativet 'No one (I live alone)' utelukket andre svar

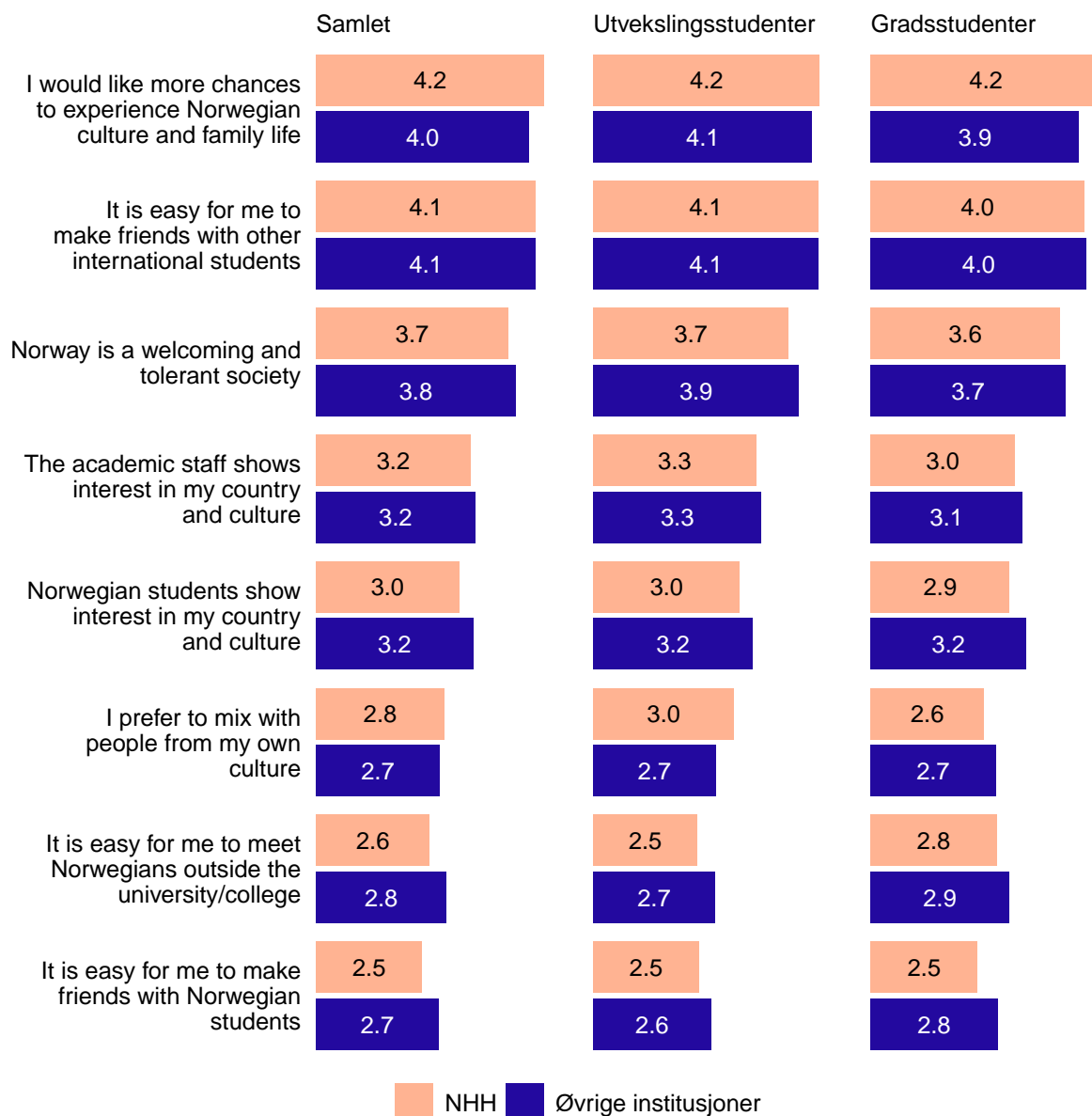
Bosituasjon



Figur 51: N=4579, NHH=151. Spørsmålstekst: "I currently live". Respondentene måtte velge det alternativet som passet best

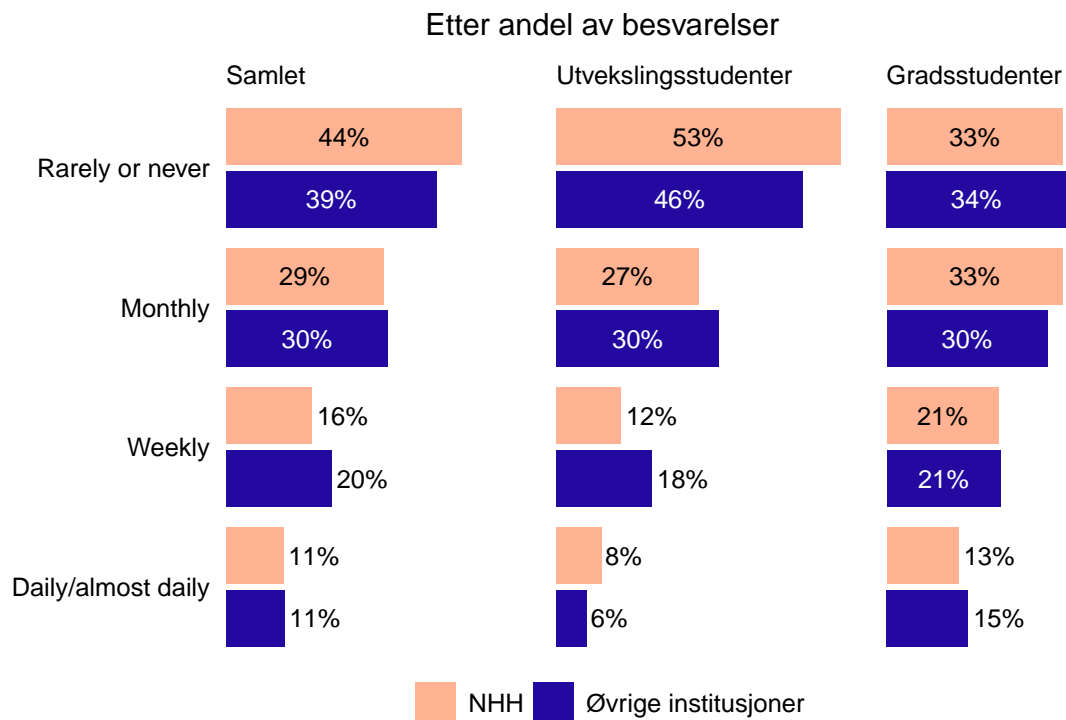
Påstander om å studere i Norge

Gjennomsnittlig svarverdi på en skala fra 1(Strongly disagree) til 5(Strongly agree).

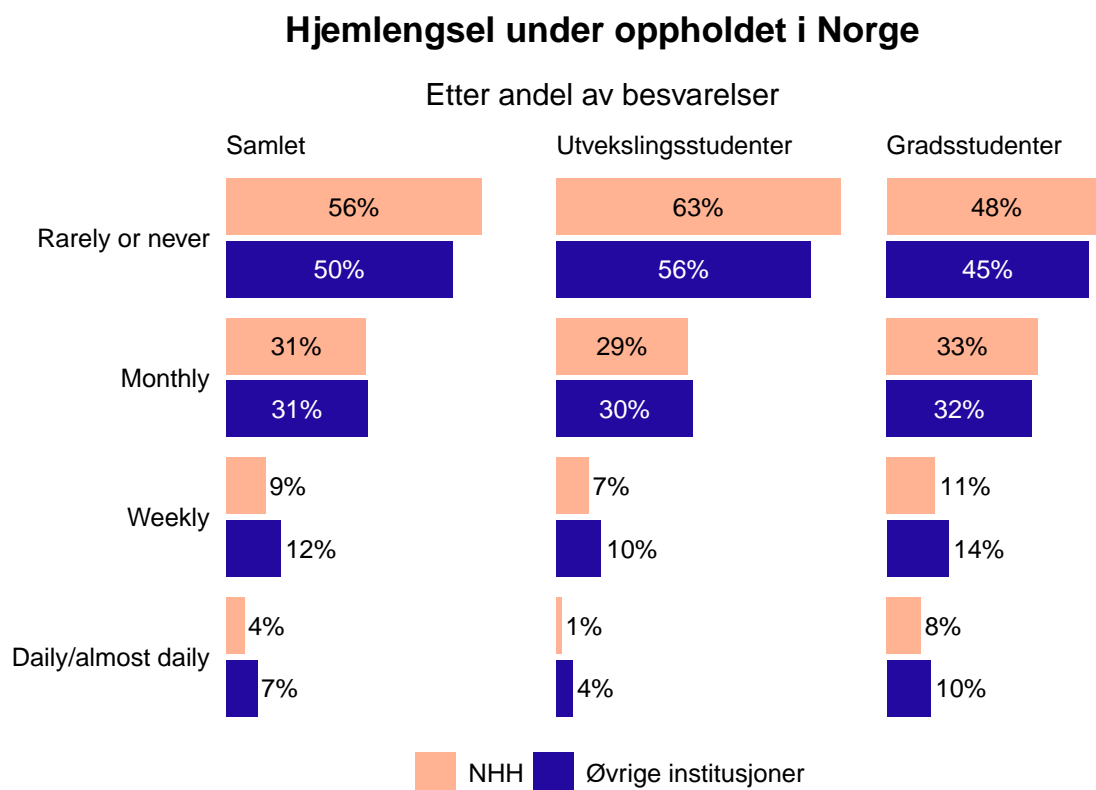


Figur 52: N=4571-4582, NHH=151-151. Spørsmålstekst: "Listed below are several statements about studying in Norway. Please indicate how much you agree or disagree with each statement."

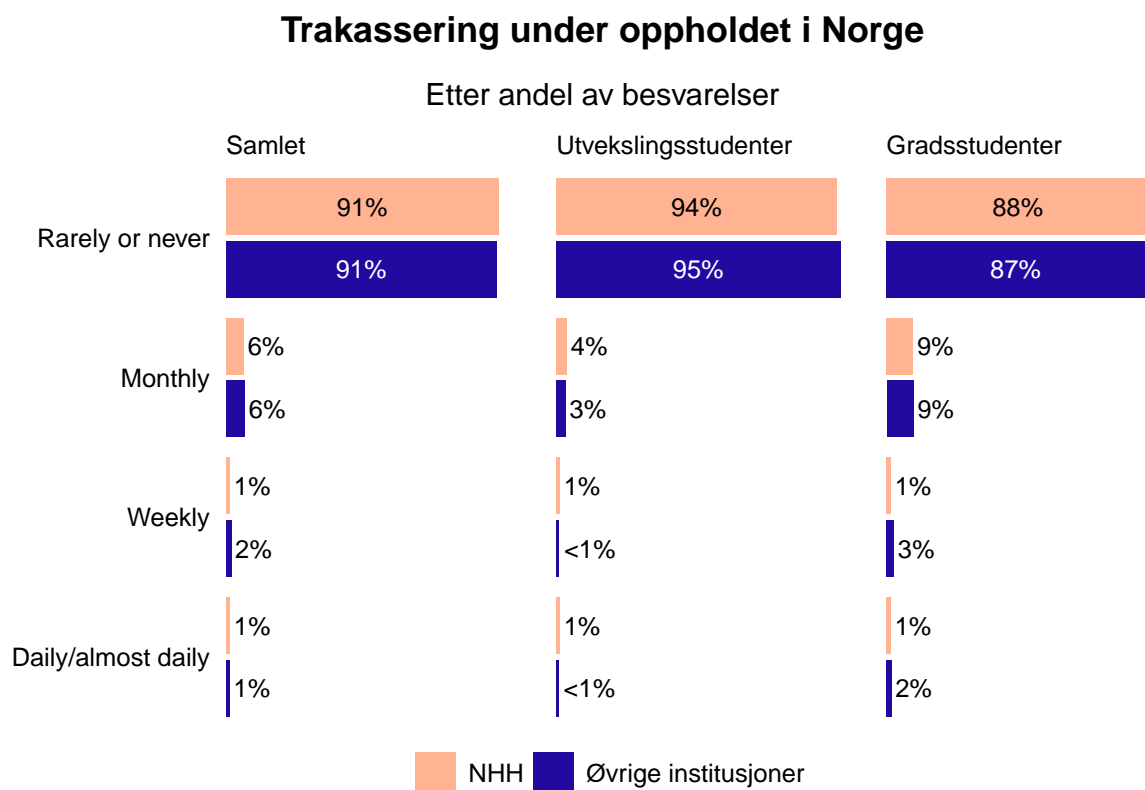
Ensomhet under oppholdet i Norge



Figur 53: N=4569, NHH=150. Spørsmålstekst: "Felt lonely (During your studies in Norway, have you ever)". Respondentene måtte velge det alternativet som passet best

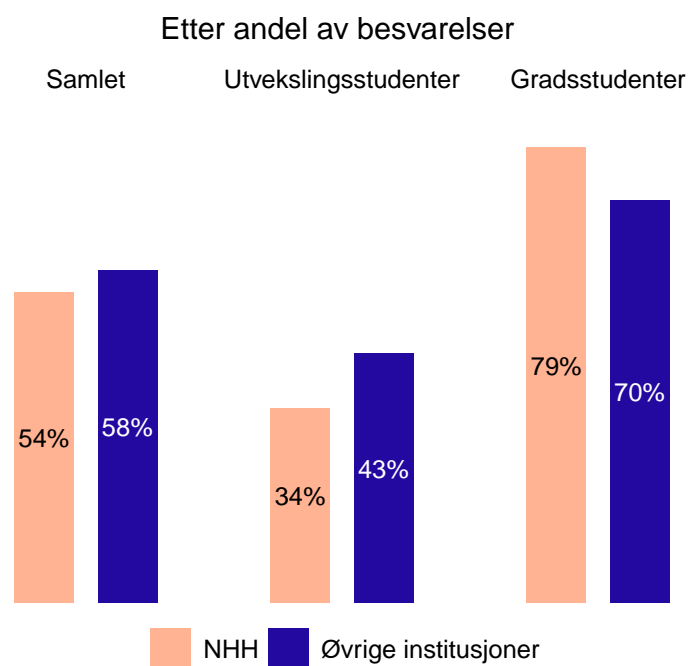


Figur 54: N=4566, NHH=149. Spørsmålstekst: "Felt homesick (During your studies in Norway, have you ever)". Respondentene måtte velge det alternativet som passet best



Figur 55: N=4567, NHH=150. Spørsmålstekst: "Been harassed because of your gender, skin color, national, ethnic, or religious background (During your studies in Norway, have you ever)". Respondentene måtte velge det alternativet som passet best

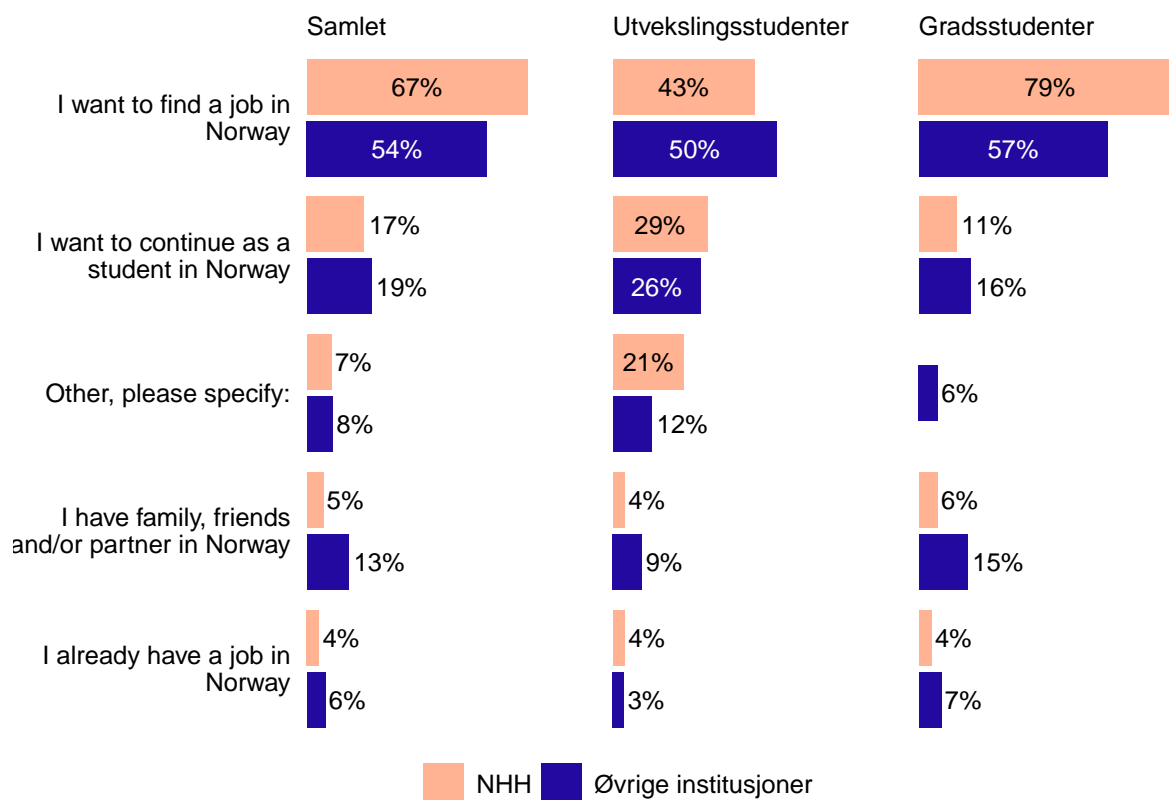
Studenter som vurderer å bli i Norge etter nåværende studier



Figur 56: N=4564, NHH=150. Spørsmålstekst: "Are you considering to stay on in Norway after your current studies?"

Årsaker til å bli i Norge

Etter andel av besvarelser



Figur 57: N=2627, NHH=81. Spørsmålstekst: "Why are you considering to stay on in Norway?". Respondentene måtte velge det alternativet som passet best. Spørsmålet ble stilt til respondenter som oppgav at de vurderte å bli i Norge etter nåværende studier.

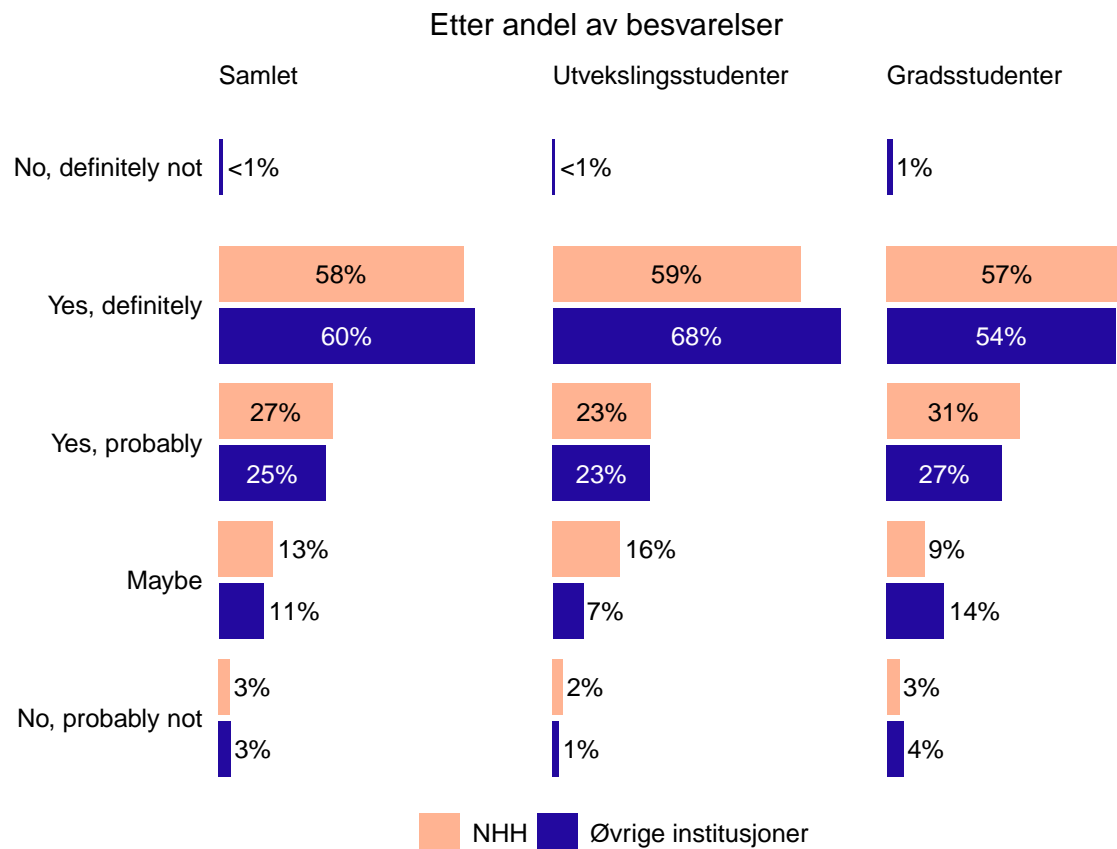
Påstander om utdanning i Norge

Gjennomsnittlig svarverdi på en skala fra 1(Strongly disagree) til 5(Strongly agree).



Figur 58: N=4538-4548, NHH=148-150. Spørsmålstekst: "Below is a list of statements about Norwegian education. To what extent do you agree or disagree with these statements?"

Ville studentene anbefale studieopphold i Norge?



Figur 59: N=4553, NHH=149. Spørsmålstekst: "Would you recommend studying in Norway to other students?". Respondentene måtte velge det alternativet som passet best



Norwegian Agency for
International Cooperation
and Quality Enhancement
in Higher Education



Report
No. 11 | 2019

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The report can be downloaded from diku.no

Preface

This report covers the sixth in a series of surveys by Diku, conducted among international students in Norway. The five previous surveys were conducted by Diku's predecessor, SIU.

The survey gathers information about the students' motivations for, experiences with and assessments of their studies in Norway. It gives a unique international perspective on Norwegian higher education and is therefore a vital source of knowledge for its further development.

The 2019 report has a special focus on the international students' contribution to the quality in Norwegian higher education. The report is based on analyses of a survey distributed to all international students at 24 Norwegian higher education institutions. More than 6000 students responded. The data collection was carried out by ideas2evidence, and the project as such was built upon a cooperation with the higher education institutions, with the government agencies Unit and NOKUT, the National Centre for Research Data, and with the student organisations International Students' Union of Norway and Erasmus Student Network. Diku would like to thank all the contributors for their effort.

Diku – the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education – aims to strengthen the quality of Norwegian education. We promote development and innovation in education, encourage international cooperation and digital learning methods.

Through Diku's report series we contribute to strengthen the knowledge base for quality development in education. We aim to provide policy makers and practitioners in the education sector with relevant knowledge for developing policies, strategies and measures for quality enhancement.

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Executive summary

International students can play an important role in enhancing the quality of higher education in Norway. This report examines how international students assess the quality of Norwegian education, how they experience life as a student in Norway, and in what areas international students could play an even more significant role in quality enhancement. The findings presented in the report are based on a survey among 5 094 international students in Norway in April 2019.

International students come to Norway because of the quality of the education offered and because of the country itself. Three in four rate Norway as their number one preferred study destination. The international students are generally well satisfied with the teaching at the Norwegian institutions, and exchange students deem the quality of their Norwegian host institution to be higher than the quality of their home institution. Nonetheless, half the American students rate the quality to be lower than at their home institution.

The students are particularly satisfied with the teachers' ability to teach in English and the institutions' facilities. Despite an overall positive assessment, the international students' satisfaction with guidance and feedback is comparatively lower than for other aspects of the education. International students assess the academic qualities slightly differently than the Norwegian students. They are more satisfied with the teachers' ability to make the teaching engaging than Norwegian students. They are also more content with the relationship between student and staff and find it to be relaxing and informal.

Most international students are ambitious and work hard to achieve good grades. A majority of the respondents indicate that the workload at Norwegian universities and university colleges is acceptable. Overall, the survey results indicate that the international students may have the capacity to submit more assignments and participate in more teaching activities. This particularly concerns students from strong academic regions and educational environments. However, the report also shows that certain sub-sets of the population struggle to meet academic demands.

Among the international students who would like to stay on after completing their studies, the majority would like to work in Norway. A large part of the international students at Norwegian higher education institutions do have some form of contact with working life during their studies in Norway, although the number of internships and traineeships is limited. Nevertheless, most of the students who get such opportunities find the work experience to have a positive impact on the quality of their studies.

The report finds that many international students experience social challenges related to loneliness and homesickness while in Norway. European students, who are closest to home both geographically and culturally, experience the least social challenges. With notable exceptions, some of the social groups striving to meet academic demands also report the most social challenges. International students find it particularly hard to get to know Norwegian students. Many have little or no contact with Norwegian students on campus or in their leisure time.

Furthermore, the study finds that most international students have more contact with other international students than with domestic students. The students do get an international experience in Norway by interacting with other international students, but that not all of them

get a particularly Norwegian experience. This is a loss to the large share of international students who list Norway as their most important motivation factor to study here in the first place. It is also a considerable loss to the Norwegian students, and especially to those who do not themselves go abroad during their studies.

The findings suggest that large-scale intercultural interaction is unlikely to occur spontaneously, and that interventions are needed to achieve more and better intercultural exchange. The report concludes that Norwegian institutions could do more to endorse exchanges between international and domestic students and to advance intercultural learning for their student population as a whole.

A plurality of respondents feel that Norwegian students and staff show interest in their country and culture. Most of the respondents also find Norway to be a welcoming and tolerant society and would like to get more chances to experience Norwegian culture and family life. For Norwegian institutions, this is a window of opportunity.

Personal meetings are by far the most important experience for the international students in Norway. The study shows that courses/classes, introduction weeks and student residences are arenas that play important roles in bringing Norwegian and international students together. However, the findings indicate that these arenas are sometimes organised in ways that separate rather than bring the Norwegian and international students together.

Fellow students are important information sources when the students consider where to go for their studies abroad. Thus, the efforts by national authorities and higher education institutions to facilitate the international students and give them a good study experience in Norway has implications beyond the individual student. International students are potential future ambassadors for Norwegian institutions. It is therefore good news for Norwegian higher education that 85 percent of the international students are likely to recommend Norway as a study destination to others.

1 Introduction

International students play two important roles in the enhancement of educational quality in Norwegian higher education: Firstly, international cooperation provides a basis to compare the educational qualities of Norwegian institutions to high quality universities and colleges internationally. This comparison helps identifying areas where the institutions are not performing as well as they could and prompt a search for ways to improve the performance. International students are an essential part of this basis for comparison. Their experiences and perceptions of the qualities of their Norwegian host institution are valuable, and perhaps underused sources of input to the quality assurance and systematic improvement efforts of the institutions.

Secondly, international students play an important part in achieving what is known as “Internationalisation at Home”. The basic idea behind this concept is that all students in Norwegian higher education should become “active, attractive and responsible participants in the international society”.¹ Norwegian institutions are obliged to offer all their students, international or domestic, learning environments that promote the acquisition of international perspectives and intercultural competence. To achieve this, there is a need to mix international with domestic students and to make the two groups interact.²

This report will address both perspectives. The students’ motivations for coming to Norway, their view on the preconditions for coming here, their satisfaction with and evaluation of the quality of different aspects of the study experience and, finally, their overall impressions – all of this contributes to our understanding of how Norwegian higher education is performing in comparison with other countries. Similarly, the study environment and contact between international students and domestic students will help us understand to what degree international students can contribute to the internationalisation at home in Norwegian higher education at present. In this report we have put a special emphasis on questions about the level of contact.

This chapter will start with a presentation of key developments in Norwegian policies on higher education and internationalisation and proceed with a discussion of fundamental differences between two different groups of international students: degree students and exchange students.

1.1 Background

It is fair to say that the internationalisation of Norwegian higher education entered a new phase after the turn of the millennium. The 2003 Quality reform marked the change.

¹ Meld.St. 16 (2016-2017), *Kultur for kvalitet i høyere utdanning*, <https://www.regjeringen.no/no/dokumenter/meld.-st.-16-20162017/id2536007/>

² In addition, Norwegian authorities and institutions have long traditions of educational cooperation with developing countries in their efforts to build and strengthen their educational capacity. The focus of the current study is however the benefits international students are thought to have on higher education in Norway.

Norwegian authorities wanted higher education to be in front internationally with cross-border cooperation in research and teaching.³ A 2007 evaluation on this reform pointed out that “after 2003 the question was no more whether Norwegian higher education should be internationalised, but to what extent and how.”⁴

Norway’s policies on internationalisation of higher education in this period have been part of a larger international trend. Over the last decades we have seen a sharp increase in the international mobility of students, as well as political initiatives to support this development. Globally, the number of international students has risen from 2 million in 1998 to 5,3 million in 2017.⁵

Policy measures were put in place to support the drive for internationalisation. The focus on internationalisation was reflected in the new financial model for higher education institutions. In addition to framework financing, the HEIs were now allocated funding based on scores across several indicators – one of them being the number of outgoing and incoming international exchange students with stays of at least three months. Thus, establishing exchange agreements and stimulating outgoing and incoming student exchange became a way for the institutions to secure their government funding.

The drive for internationalisation has also been reflected in the Regulations on the supervision and control of the quality of Norwegian higher education. They have been revised on several occasions since the millennium, and with each revision, the demands for internationalisation have been strengthened. The latest revision, from 2017, states that full degree study programmes must have arrangements for international student exchange.⁶

This policy, reflected in both incentives and regulations, set the framework for the increased internationalisation of Norwegian higher education over the last two decades. Student mobility has been at the core of this development.

The 2009 Government white paper on internationalisation went further in explaining why it is so important for Norwegian higher education. Internationalisation is seen as a way to compare the quality of Norwegian education to education internationally. It is seen as a response to the challenges raised by globalisation and is expected to make Norway a more attractive cooperation partner for other countries. More international cooperation in higher education will not only make us better equipped to operate internationally but will also help us deal better with challenges related to the fact that Norway’s own population is growing increasingly multifaceted. Additionally, Norway has a long tradition for assisting developing countries in their efforts to raise the quality of their education.

The white paper underlined the principle that internationalisation should affect *all* students, both those who travel abroad and those who remain at their Norwegian institution for their entire degree. Priority was given to institutional cooperation. This was seen as a way to improve the connection between the education the students receive in Norway and during their stays abroad. In general, the white paper called for an increase in student mobility.

³ St.meld. nr. 27 (2000-2001), *Gjør din plikt – Krev din rett – Kvalitetsreform av høyere utdanning*, <https://www.regjeringen.no/no/dokumenter/stmeld-nr-27-2000-2001-/id194247/sec1>

⁴ Norges forskningsråd, 2007, *Evaluering av Kvalitetsreformen – Sluttrapport*, <https://www.forskerforbundet.no/PageFiles/5632/EvalueringavKvalitetsreformen-Sluttrapport.pdf>

⁵ OECD, 2019a, “Education at a Glance 2019”, <https://doi.org/10.1787/f8d7880d-en>

⁶ Forskrift om tilsyn med utdanningskvaliteten i høyere utdanning (studietilsynsforskriften), <https://lovdata.no/dokument/SF/forskrift/2017-02-07-137>

When it comes to international students coming to Norway, the white paper points out some challenges:

- English-language study programmes: Will Norwegian academic staff be able to deliver English-language courses at a sufficiently high level?
- Housing: Will the students get housing and be integrated with Norwegian students?
- Obtaining a study visa: Some students experience challenges and the process takes too much time.
- Banking rights: For some students, it is a challenge to get the personal ID-number which is necessary to open a bank account.
- International campus: It is a challenge to facilitate meetings between national and international students at campus.⁷

While the HEIs need to pay heed to national policies, they enjoy institutional autonomy. In a recently published study, Diku investigated general tendencies in Norwegian higher education institutions' (HEIs) strategies on internationalisation. Compared to the situation six years earlier, there are now fewer and larger institutions, and there is a tendency towards a larger degree of commonalities among the different strategies. Mobility is high on the institutions' agendas, especially as expressed in interviews with representatives of the institutions. The institutions have a particular focus on contributing to the long-term national goal of having 50 percent of the students complete mobility stays as a part of their higher education at a Norwegian institution.

Recruitment of international students to Norwegian institutions is a key part of the institutions attempt to internationalise their campuses. A number of institutions also mention other measures, such as active attempts towards the integration of international students at campus, inclusion of international perspectives in teaching practices and curricula, English-language instruction or particular international courses for students that do not go on exchange.⁸

1.2 Which international students?

International student mobility is based on two fundamentally different principles: student exchange and degree mobility. Exchange students are students who come to Norway as a part of a study programme they follow in another country. Their primary affiliation is with that foreign institution, and they are enrolled at the Norwegian institution for a limited time, normally one semester or one academic year. Their home institution will most often have an exchange agreement with the Norwegian institution, something which reduces the administrative work related to the exchange. Degree students come to the Norwegian institution to take a complete degree, and do not have an affiliation in their home country. Both groups bring international perspectives to the Norwegian institution, but the circumstances are fundamentally different.

As we will see in the next chapter, most exchange students at Norwegian higher education institutions come from Europe. Norway participates in the Erasmus+ programme which

⁷ St.meld.nr.14, (2008-2009), *Internasjonalisering av utdanning*, <https://www.regjeringen.no/contentassets/a0f91ffae0d74d76bdf3a9567b61ad3f/no/pdfs/stm200820090014000dddpdfs.pdf>.

⁸ Diku, 2019, *Strategier for internasjonalisering av norske universiteter og høyskoler*, Diku rapport 2/2019, <https://diku.no/rapporter/dikus-notatserie-2-2019-strategier-for-internasjonalisering-ved-norske-universiteter-og-hoegskoler>

celebrated its 30 years anniversary in 2017. It is the world's largest educational programme and has provided scholarships to more than 9 million Europeans since its start in 1987. In addition, the Bologna process contributed towards a harmonisation of the architecture of European Higher Education. Norway has been a part of the Bologna process since the very beginning and reformed its higher education system accordingly with the Quality reform in 2003. Together, the Erasmus programme and the Bologna process have impacted significantly on the increased mobility of students to Norway, especially exchange students.

While exchange mobility is arguably at the core of Norwegian policies on student mobility, there is also interest in degree mobility. For a long time, the Norwegian government funded students from developing countries to complete degrees at Norwegian institutions. The aim was that they would return to their home countries and contribute to their development. This Quota scheme was discontinued in 2015 and replaced by measures that focused more on institutional cooperation and student exchange.⁹

The development in international student mobility to Norway is followed with interest by the Norwegian parliament. In 2016, the parliament requested input on measures that could make the recruitment of international degree seeking students to Norway more strategic. The situation when it comes to such recruitment and possible measures, were presented in the 2018 SIU report "More or better? On the recruitment of degree students to Norway". The report showed that the Norwegian government lacks a clear strategy for the recruitment of international degree students, that recruiting such students is increasingly demanding for the Norwegian higher education institutions, and that Europe is a priority region to recruit degree students from. Furthermore, some Norwegian institutions actively recruit international degree students to fill places at their English language master programmes. While the lack of tuition fees means that Norwegian institutions are not incentivised to attract international students in the same way as institutions in some of the neighbouring countries, the financial model of Norwegian higher education means that it is important to fill all places at the degree programmes offered.¹⁰

Meanwhile, Norway's policies towards international degree students stand out in the European perspective. Norway is one among only a few countries in Western Europe not to charge tuition fees from degree seeking students from outside the EU/EEA.¹¹ This, alongside the comparatively liberal opportunities to hold a part-time job while being an international student in Norway, is a part of the reason why Norway came out as one of the most attractive countries for international students in a recent international ranking carried out by the OECD.¹²

While Norway lacks a clear strategy on the recruitment of international degree students, the development in the EU is characterised by an increased interest in recruiting and retaining international degree students for the purpose of strengthening national economies. In a

⁹ Diku, 2018, *Evaluering av utviklingen av Kvoteordningen*, Diku rapport 2/2018, <https://diku.no/rapporter/diku-rapportserie-02-2018-evaluering-av-utviklingen-av-kvoteordningen>

¹⁰ SIU, 2018, *Fleire eller bedre? Rekruttering av gradstudenter til Noreg*, SIU rapport 3/2018, <https://old.siu.no/publikasjoner/Alle-publikasjoner/siu-rapport-03-2018-fleire-eller-betre-rekruttering-av-gradstudenter-til-noreg>

¹¹ Eurydice, 2019, *National student fee and support systems in European Higher Education 2018-19*, <https://publications.europa.eu/en/publication-detail/-/publication/1367d516-f1fa-11e8-9982-01aa75ed71a1/language-en/format-PDF/source-82053839>

¹² OECD, 2019b, "How do OECD countries compare in their attractiveness for talented migrants?", *The Migration Policy Brief*, <http://www.oecd.org/migration/migration-policy-affects-attractiveness-of-oecd-countries-to-international-talent.htm>

report from September 2019, the European Migration Network points out that almost half of the 25 EU member states that contributed to the report, consider attracting and retaining international students a policy priority. Important reasons for this policy was the wish to internationalise higher education institutions, a need to increase the institutions' financial revenue, the intention to contribute to the economic growth by increasing the national pool of qualified labour and addressing shortages in specific sectors and to tackle demographic change.¹³

1.3 The structure of the report

Receiving international students to Norway is a part of the internationalisation of Norwegian higher education. It is an aim in itself, but also a means to achieve better quality in Norwegian higher education.

This report is designed to help us understand how international students experience their studies in Norway. Such understanding may benefit Norwegian authorities and higher education institutions in their efforts to recruit and accommodate the students. Moreover, the findings may give us some indications of the current quality of Norwegian higher education.

Chapter 2 discusses definitions of international students, as well as the total number of such students in Norway. It goes on to address key methodological issues related to the survey that was conducted as a basis for this report.

In chapter 3, we see that information about why international students chose to come to Norway and how they experience the process of coming to a Norwegian institution is important as a basis for the work to promote Norwegian higher education internationally, and to adjust the assistance given to the students in this process. Indirectly, it may also give us an understanding of the quality of Norwegian higher education as compared to other countries.

Chapter 4 shows that international students have different educational experiences than Norwegian students. Understanding the level of satisfaction among international students with their study experience in Norway may serve as a corrective to the impression of the qualities of Norwegian higher education as based on feedback from Norwegian students. Relevance of the education for life after university is an important aspect of how we understand quality in higher education. Currently, priority is given to include work life experiences in Norwegian higher education. Assessing the participation in and satisfaction of such activities by international students contributes to an understanding of how successful such attempts are, and how they can be improved.

Studying abroad can be both a rewarding and challenging endeavour, as we discuss in chapter 5. Upon arriving in Norway, the international students need to deal with new academic and social realities. Assessing how the students cope with these realities will give us a better understanding of their potential contribution to the quality enhancement in Norwegian higher education.

¹³ EMN, 2019, «Attracting and retaining international students in the EU», *EMN Synthesis Report for the EMN Study 2018*, https://ec.europa.eu/home-affairs/sites/homeaffairs/files/00_eu_international_students_2018_synthesis_report.pdf

Chapter 6 is a focus chapter in this report where we pay particular attention to the students' feedback on questions related to academic and social inclusion. The 2016 survey of international students in Norway revealed that many of them rarely or never socialise with Norwegian students. What is the point of having international students at Norwegian campuses if they have so little interaction with the Norwegian students? In this survey we attempt to gain a better understanding of the frequency and character of contact between international and Norwegian students.

Finally, it is important for us to get an idea of the international students' overall impression of studying in Norway. Chapter 7 gives us a more direct access to the students' own voices, through a text analysis of answers to open-ended questions.

2 The international students in Norway

The overall aim of this study is to understand how international students can contribute to quality enhancement in Norwegian higher education. For this purpose, we need an understanding of what an international student is, and who the international students in Norway are. This chapter shows that Norway lacks a clear-cut operational definition of international students and a register with precise data on the number of international students in the country. This has consequences for the ability to establish a systematic understanding of their experiences with and possible contributions to Norwegian higher education.

In this chapter we discuss how the term international student is defined in Norway and try to establish an estimate of the total number of international students in Norway. We explain what we have done to gather information from as many international students in Norway as possible. Finally, we analyse the background data we have about the respondents in our survey. Ultimately, this chapter will contribute to the general understanding of who the international students in Norway are and serve as a necessary background for understanding the analyses in the following chapter.

2.1 Definitions and figures

There is broad consensus that the term “international student” includes all students with foreign citizenship that have come to Norway for the main purpose of studying. However, the number of international students is not readily available in statistical overviews. There are two authoritative sources of information of the international students in Norway and they count the number of international students differently.

Through the Common Student System (FS), all public and many private Norwegian HEIs report individual level data on their students to the Database for Statistics on Higher Education (DBH). The Norwegian HEIs register international students as “foreign students”, which includes all students of non-Norwegian citizenship. DBH thus provides statistics on the number of foreign citizens registered as students in Norwegian higher education.¹⁴ Since there is a significant number of foreign citizens living in Norway, this statistic includes a substantial number of foreign nationals who already lived in Norway prior to entering higher education, and who do not meet the criteria to be regarded as international students. In 2018, the number of foreign students registered at Norwegian HEIs was 24 155.¹⁵

Among these 24 155 individuals, there is an unknown number of international students who have come to Norway with the purpose of studying. Notably, the uncertainty adheres only to foreign students who pursue a full degree in Norway. Norwegian institutions do register with

¹⁴ DBH, 2019, «Utenlandske studenter», *Database for statistikk om høgre utdanning*, https://dbh.nsd.uib.no/statistikk/rapport.action?visningId=123&visKode=false&admdebug=false&columns=arstall&index=1&formel=49&hier=insttype!9!instkode!9!fakkode!9!ufakkode!9!progkode&sti=¶m=arstall%3D2019!8!2018!8!2017!8!2016!8!2015!9!semester%3D3!9!dep_id%3D1!9!nivakode%3DB3!8!B4!8!HK!8!YU!8!AR!8!LN!8!M2!8!ME!8!MX!8!HN!8!M5!8!PR

¹⁵ DBH, 2019.

accuracy the number of exchange students they host every semester. According to DBH, the summarised number of exchange students in 2018 was 9 568 students.

Statistics Norway (SSB) applies another operational definition of international students than DBH and the HEIs. The agency provides numbers of foreign degree-seeking students in Norwegian higher education who have moved to Norway within the five last years and who have completed their secondary education in another country. However, in most instances SSB does not have information about the country in which the person completed secondary education, and in these cases uses citizenship/country of origin. The definition employed by SSB may thus include individuals who have come to Norway within the last five years for other purposes than studying, but who have embarked on higher education later.

The best possible estimate of the total number of international students in Norway may be derived by combining the SSB statistics on degree-seeking students with DBH statistics on the number of incoming exchange students. In the spring semester 2018 the number of exchange students was 4 205, while the number of international degree students was 9 568. This leaves us with an estimated total number of international students in Norway of 13 773 in the spring 2018.

2.2 The survey: Data collection and population

The current study keeps with the widely acknowledged definition of international students as individuals with a non-Norwegian citizenship who have moved to Norway with the intention to study at a Norwegian higher education institution. Due to the lack of an accurate register of international students in Norway, the process of identifying the entire population of international students have been conducted in two separate parts. Firstly, we solicited the e-mail addresses of all active students in the spring semester 2019 with a foreign citizenship. These addresses were mediated by the 24 institutions who had been invited and accepted to take part in the study. For a full list of these institutions, see the appendix.

The total number of individual e-mail addresses we received were 15 209. This is nearly 1 500 more students than the best estimate for the spring semester 2018, one year earlier. The survey was sent to all these individuals on e-mail. In order to single out the international students among the recipients, the questionnaire included a screening question in which the respondents were asked to indicate whether or not they came to Norway with the intention to study. Based on the answers to this question, 78 percent of the gross respondents were classified as international students. The 22 percent who reported to have lived in Norway when applying for higher education, were routed out of the questionnaire.

This years' survey expands the number of respondents substantially compared to earlier surveys of international students in Norway. Previously, only students who had been enrolled over the last three semesters were included. This year, all international students currently enrolled at the participating institutions are included. There are several reasons for this. First, there is a risk that restraining the population to relatively newly arrived students may leave us with a skewed sample with a higher proportion of short stay (exchange) students than in the international student population in general. Second, we consider the feedback from students who have stayed in Norway for several years to be of equal value to that of the more recently arrived students.

The data was collected between 19 March and 25 April 2019 and rendered a total of 6 508 responses. Of these, 531 questionnaires were incomplete. The survey thus left us with a

sample of 5 977 completed questionnaires. This gives a complete response rate of 39 percent, and incomplete response rate of 43 percent. Even though the population has been severely extended in this year's survey, the response rate is in line with previous response rates in the survey, cf. table 2.1.

Table 2.1. Response rate development in the survey International students in Norway

Year	Population	Responses	Response rate
2014	8022	3216	40 %
2016	7465	2623	35 %
2019	15209	5977	39 %

A total of 1 413 respondents conveyed that they were already living in Norway when they applied for higher education. The current study is thus based on the responses of 5 094 international students in Norway.¹⁶

Instead of a complete statistical overview of the universe of international students in Norway, the current study gives a good understanding of the span of international students on Norwegian campuses. As the consecutive sections of this chapter will show, the international student body of Norwegian higher education institutions is highly diverse. This diversity can be characterised according to the respondents' academic status, social and geographic background.

2.2.1 Academic status

The perhaps most significant difference among the survey respondents runs between exchange and degree students. A simple majority of the respondents (57 percent) in this study are degree students, whereas the remaining 43 percent are registered as exchange students. As described in chapter 1, students on exchange study in Norway temporarily, normally one semester or one academic year, while degree students pursue a full academic degree in Norway, usually three years of full-time study for a bachelor's degree and two years for a master's degree.

The register data for the survey population confirms that there is a temporal schism between exchange and degree students. 61 percent of the exchange students were given admission to study at a Norwegian institution of higher education (HEI) in 2019, and another 33 percent in 2018. By comparison, hardly any of the degree students in the survey were admitted in 2019. This is not surprising given the fact that regular admission to Norwegian HEIs takes place once a year, with enrolment offers being published every 20 July.¹⁷

At the time of data collection in March and April 2019, the annual admission to higher education had not yet taken place. Almost half (48 percent) of all the surveyed degree students were admitted in 2018, 37 percent in 2017, and 11 percent in 2016. The typical

¹⁶ 18 of these have completed their secondary education in Norway. Furthermore, 149 respondents have been living in Norway for more than five years but have come to Norway for the purpose of studying and were active students at the time of data collection. Both groups would have been excluded from SSB's count, but have been included in our study.

¹⁷ Samordna opptak, 2019, «The Norwegian Universities and Colleges Admission Service», <https://www.samordnaopptak.no/info/english/>.

degree student respondent has therefore had more time to experience Norwegian education and society than the typical exchange student when participating in the survey. This may influence their responses.

Furthermore, more than half (55 percent) of the participants are registered as master students. There are striking differences between exchange and degree students in terms of academic level. As Figure 2.1 illustrates, most of the *exchange* students are at bachelor level (76 percent), whereas an overwhelming share of the *degree* students (83 percent) pursue a Norwegian master's degree.

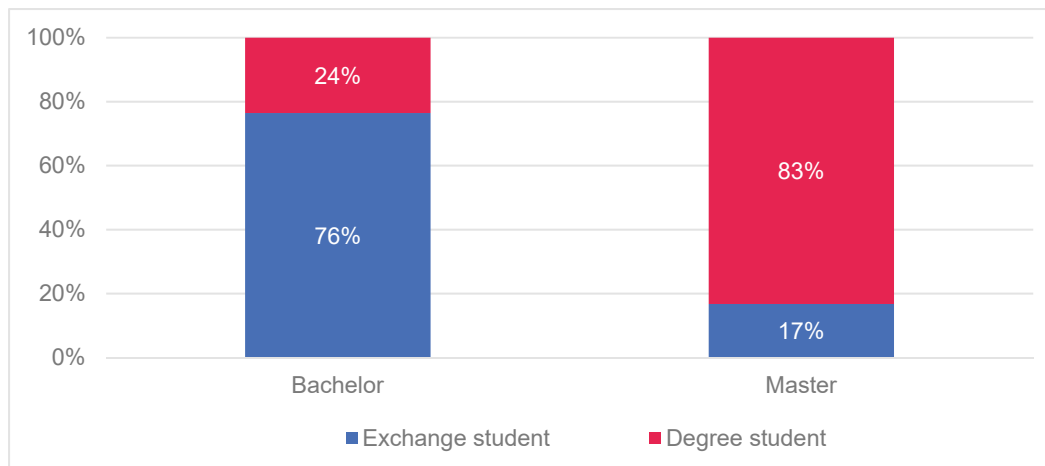


Figure 2.1 Academic level among exchange and degree students (N=4 808)

Half the survey participants study at one of the four oldest universities in Norway, located in Oslo (UiO), Bergen (UiB), Trondheim (NTNU), and Tromsø (UiT).¹⁸ NTNU is the largest with a share of 20 percent of the survey population, while UiO is runner-up with 15 percent. 27 percent of the respondents are registered at one of the seven HEIs in the sample accredited as universities since the turn of the millennium turn. The remaining 16 and seven percent of the survey population were registered at respectively specialized university colleges or universities colleges.¹⁹ 57 percent of the exchange students attend one of the four older universities, against 45 percent of the degree students.

The sector chart below (figure 2.2) shows the distribution of respondents among six study categories. Natural sciences and technology are by far the most popular fields of study among international students, followed by studies of arts and humanities, economics and business. Professional training programmes, such as teacher training, nursing, and various forms of medicine are among the academic fields with fewest respondents in this survey.

Professional practice within the latter fields require specific recognition before graduates can start working in a country and are regulated differently across countries. For professional practice in countries within the EU/EEA, applications for authorisation/recognition will be processed in accordance with the EU Professional Qualifications Directive. For countries

¹⁸ NTNU and UiT have campuses also outside Trondheim and Tromsø.

¹⁹ The institutions in the survey are presented in the appendix. The groups are based on NOKUT's categories. For the purpose of simplicity, we use the term "university colleges" to refer to the group known as "university colleges/universities of applied sciences".

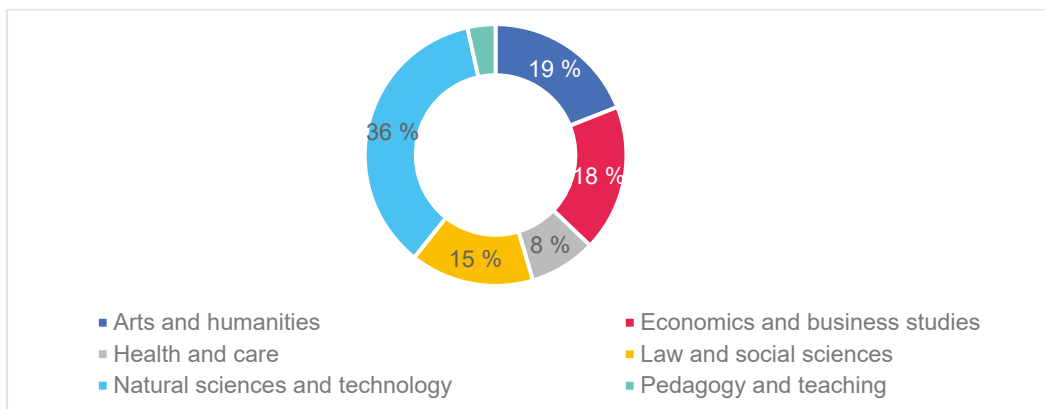


Figure 2.2 Distribution of respondents across fields of study (N=5 071)

outside the EU/EEA, similar harmonisation is not in place and there is no guarantee that Norwegian education will be found adequate and approved for professional practice.

These requirements are especially challenging for those degree students who are going to work outside Norway and Europe after completing their studies. Surprisingly, there are no more exchange students than degree students studying health sciences and pedagogy/teaching in the survey population. The low numbers of international students within these fields of study can therefore not only be ascribed to professional regulations.

2.2.2 Social background

Female respondents outweigh the share of male students in the survey by 12 percent. The gender imbalance is particularly conspicuous among the exchange students, of which 61 percent are women. Conversely, there is virtually perfect gender balance among the degree-seeking international students.

There are a number of differences among the men and women represented in the survey. 59 percent of the male respondents pursue a full academic degree in Norway, as opposed to 49 percent of the female respondents. Furthermore, most of the males in the survey study at the master level (62 percent), while their female counterparts are equally spread across bachelor and master studies. Almost half the male respondents (47 percent) study natural sciences and technology, against 27 percent of the females. The female students are more evenly distributed across the various disciplines.

The students in the survey are 26.5 years old on average. This is a high number compared to the mean student age across Europe, but slightly younger than the average student age in Norway.²⁰ The international students participating in this study constitute a more compact age-group than Norwegian students do. While 45 percent of the students in Norway are younger than 24 years old, only 31 percent of the international students in the survey fall into this age category. Only two percent of the international students are older than 40. In Norway, 13 percent of the entire student population is 40 years or older.²¹

²⁰ Eurostudent, 2019, «Eurostudent VI Database», <http://database.eurostudent.eu>

²¹ SSB, 2019, «08725:Students in higher education in Norway and abroad, by age, contents and year», <https://www.ssb.no/en/statbank/table/08725/tableViewLayout1/>

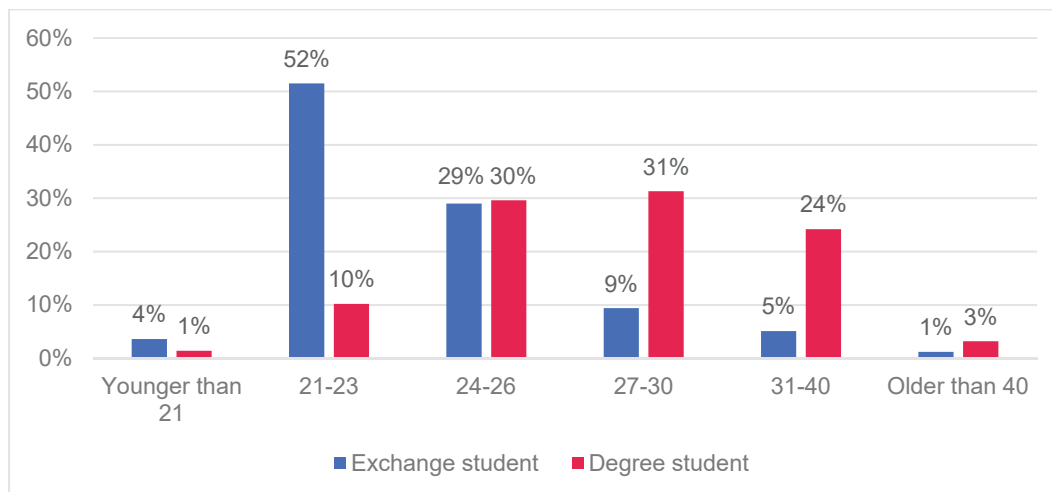


Figure 2.3 Age distribution between exchange and degree students (N=5 094)

Again, there are substantial differences between exchange and degree students. The degree-seeking students are on average four and a half years older than the participating exchange students. Figure 2.3 portrays the age distribution between the two student types. While the exchange students predominate among the youngest age cohorts, the degree students are in majority among the students aged 27 years or more. The fact that most degree students pursue education at master level contributes to the difference between student types. A master's degree takes two years of full-time study after the completion of a bachelor's degree.

However, the age difference between degree and exchange students exceeds the two years it takes to complete a master's degree. This indicates that there are other factors at play. The master students in the survey are also four years older than the bachelor students. Some of this difference can be ascribed to differences between male and female respondents. The average male respondent is one year older than the average female respondent. We have already seen that the male participants predominantly study at master level, while female respondents are evenly distributed across bachelor and master studies.

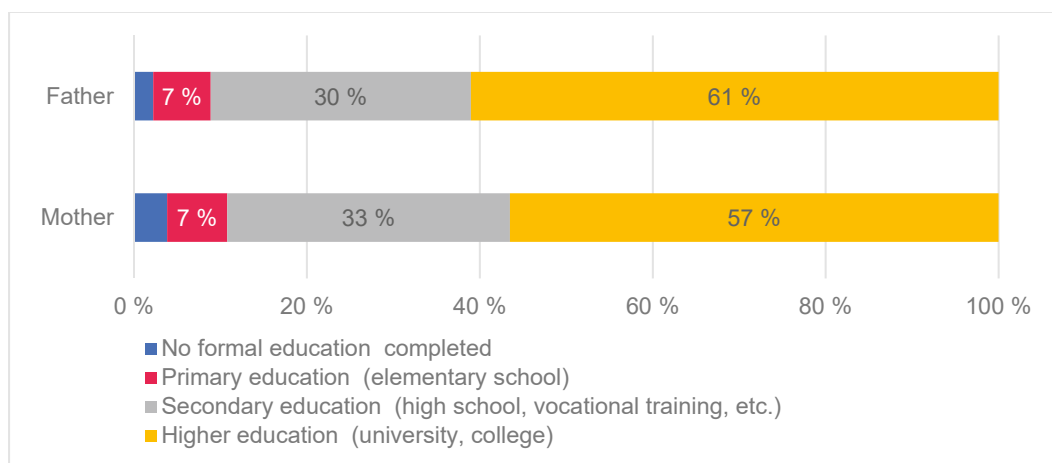


Figure 2.4 Parents' highest level of completed education (N=4 921-4 971)

Numerous studies have shown that there is a strong intergenerational transmission of the level of education from parents to children, statistically expressed as significant causality

between parents' and children's highest level of education. It is therefore no surprise that the respondents report a high level of completed education among their parents; 61 percent of fathers and 57 percent of the mothers are reported to have higher education (cf. figure 2.4). In comparison, the transmission of higher education from parents to children in the EU is 63 percent. Only about ten percent of the respondents have parents with low or no completed formal education. Especially the female students report high educational levels among their parents; 60 percent of their mothers and 63 percent of their fathers have completed higher education, as opposed to 52 and 59 percent of the male respondents' mothers and fathers.

2.2.3 Geographical background

What countries and continents do the survey participants come from? Figure 2.5 portrays the continental distribution in the data set. It shows that the lion's share come from Europe (53 percent), while another 28 percent are Asian citizens. The Americas are represented with 10 percent of the survey population and the African continent with eight percent. A single percent descends from Oceania.

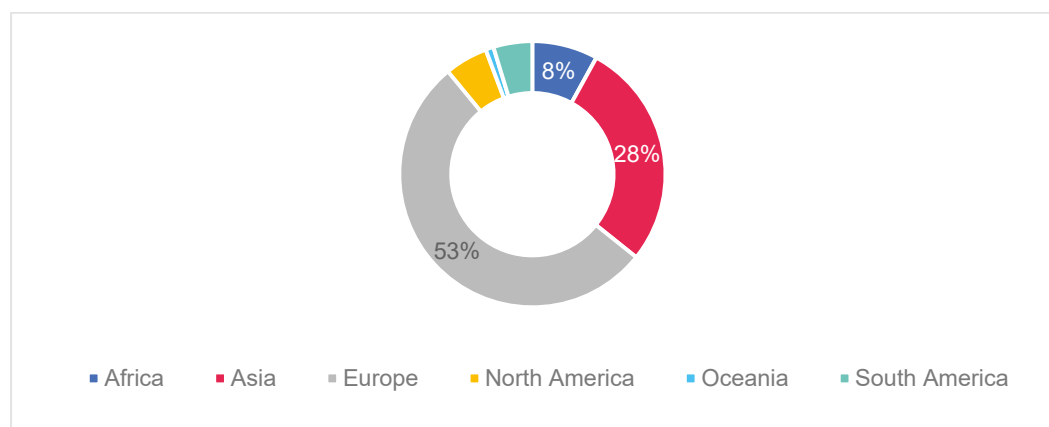


Figure 2.5 Geographical background by continent (N=5 082)

One of the most significant distinctions between the international students in Norway hangs on whether they originate from within or outside the EU/EEA area. The biggest difference in this regard is related to the students' legal status. Internationals from outside the EU/EEA are required to apply for a student visa before coming to Norway. This implies a quite long process, which comes in addition to the application to the university/college and entails additional costs.

There are also differences when it comes to the process of applying for academic admission. An intention of the Bologna process has been to ease the movement between HEIs in the EU/EEA area, and as a result, credits and credentials from different institutions are more easily recognized and accepted across Europe. In addition, there is a cultural and linguistic aspect. Countries in the EU/EEA area are, with some exceptions, geographically and culturally closer to Norway than countries outside this region. This should be expected to have implications on the challenges that students face when studying in Norway.

These differences are visible when it comes to exchange and degree students. While 76 percent of all exchange students come from Europe, 60 percent of the degree students come from either Asia, Africa, or Latin America. This means that the two main student types represented in the survey by and large descend from widely different backgrounds, not only geographically, but economically, socially, politically, judicially, culturally, and academically.

Whether a respondent for instance originates from an established democracy, a strong and modern economy, or an academic system adjusted to the Lisbon Recognition Convention, may impact the way a respondent experience Norwegian higher education and respond to the survey.

The respondents' geographic background is also associated with a range of other variables. Figure 2.6 displays the mean age of respondents dispersed among different continents. It shows that survey participants from Africa, Asia and South America are older than the respondents from Oceania, North America and Europe. While 81 percent of the African students are 27 years or older, only 21 percent of the European students fall into this category. 39 percent of the total survey population is 27 years or older.

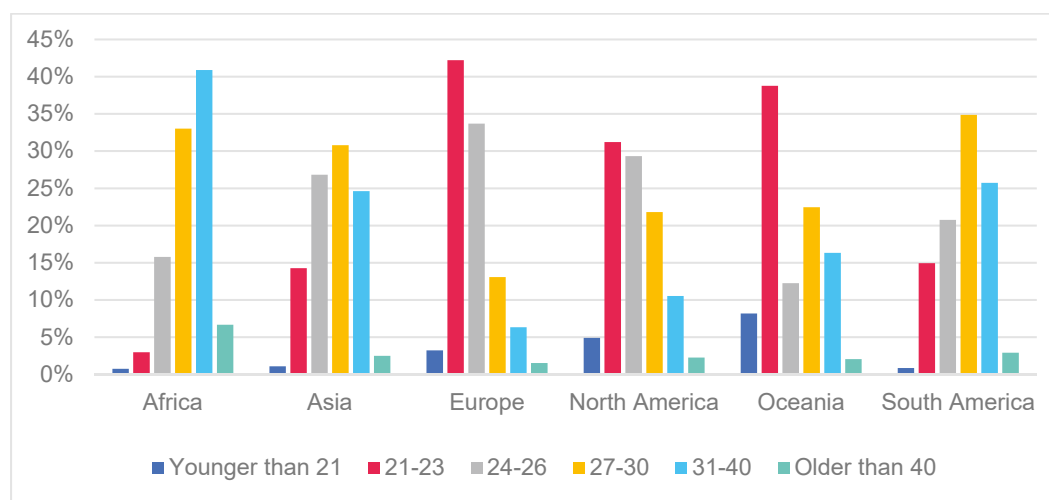


Figure 2.6 Age distribution across continents (N=5 082)

Geographical differences are also present in gender distribution. While 67 percent of North American respondents and 62 percent of European respondents are women, only 36 percent of the African respondents are female.

Furthermore, geographical differences are visible in the level of education among the respondents' parents. The North and South American parents have the highest level of education, followed by Oceanian and European parents. African and Asian parents have the lowest average level of education. Africa and Asia are also the continents where there are highest discrepancies in the levels of education between mothers and fathers.

Respondents originating from countries in South America (78 percent), Africa and Asia (76 percent each) predominantly pursue education at the master level, whereas the bulk of respondents from Europe (59 percent) and Oceania (57 percent) study in Norway for their bachelor's degrees.

The country background of the respondents is illustrated by the word cloud in figure 2.7. European countries, most notably Germany, France, Spain, and Italy, dominate the figure, but also Nepal, Pakistan, Iran, China, Russia, and USA are well represented in the survey population. Norwegian priority countries for academic cooperation are the EU/EEA, North America, BRICS (Brazil, China, India, Russia and South Africa) and Japan. These countries are well represented in the survey. 48 percent of respondents descend from the EU/EEA, a total of twelve percent originate from the BRICS states and Japan, and five percent come from USA and Canada.



Figure 2.7 Overview of the respondents' home countries (N=5 082)

Yet, more than a third of the respondents (35 percent) come from countries *not* prioritized for academic cooperation by Norwegian authorities. However, more than half of these respondents are degree students and have in principle come to study in Norway by their own initiative, rather than as part of an institutional arrangement between an institution in Norway and their home country. Only 15 percent of the exchange students originate from countries outside official Norwegian priorities. This may indicate that the governmental strategy for geographical priority is well anchored in the interests of higher education with respect to academic cooperation.

2.3 Summary

The review of the respondents represented in the current study indicate that the international students in Norway are far from a homogenous group. A key division is between exchange and degree students, yet this division overlaps with a number of other factors. These correlations in the academic, social and geographic profile of the respondents must be kept in mind when interpreting the survey results.

A somewhat crude representation of the survey population may be that the degree-seeking students are usually older than the exchange students and study in Norway for a longer period, typically at the master level. They often come from outside Europe, mostly from Africa, Asia and South America. The exchange students on the other hand, primarily come from Europe and are EU/EEA citizens. The latter gives them a fundamentally different legal status than most degree students. The majority of these students are female and study at the bachelor level. They are also younger and have shorter educational stays in Norway than their degree-seeking peers.

Many of these differences are acknowledged in the Norwegian higher education sector. Yet, there is a need for further understanding of what these differences mean for the students' experiences with Norwegian higher education and their abilities to be positive assets for the quality in Norwegian higher education. Grasping the differences between these groups is one of the focus areas for this report and serve as a necessary background for understanding the analyses in the following chapters.

3 Why international students come to Norway

The question of why international students come to Norway is a key issue for Norwegian authorities and institutions in their work with recruiting international students. In this chapter, the why-question will be broken down into several parts.

This is partly a question of what preconditions need to be in place for the students to have the opportunity to come to Norway. Such preconditions may be related to the availability of funding or programmes taught in a language the students know. The *why* is also a question of motivation - aspects that make the students more or less eager to come to Norway. These motivations may relate to qualities of the higher education in Norway or to circumstantial qualities of life in Norway, its nature, society or culture.

Moreover, it is important to take into consideration that the strongest driver behind the students' choice of study destination may not necessarily be a desire to go to Norway, but an interest in the larger geographic region of which Norway is a part, in the specific institution they apply to or simply a desire to go abroad, to experience something new.

The presentation of our findings in this chapter comes with some significant caveats. Firstly, we have surveyed only the students who ended up in Norway. This means that the survey does not tell us anything about what the preconditions or motivations mean to those who did not end up as students in Norway, either because they preferred another study destination or did not get the chance to come to Norway. This is unfortunate, since information about this group would have been valuable for Norwegian authorities and institutions in their work with recruiting the students.

Secondly, the students are asked about their motivations sometime after arriving in Norway. This means that their answers might be tainted by their perceptions of Norway developed after arrival. This is particularly problematic from a methodological point of view as there is a risk that their replies will be influenced by these more recent experiences. Notwithstanding, the answers presented in this chapter give us a basic understanding of why the students come to Norway and which challenges they have had in the process of coming here.

3.1 Motivation

Figure 3.1. displays the distribution of responses among exchange and degree students when asked about their primary motivation for choosing study destination. Among both types of students, the wish to study in Norway and the wish to study abroad are the strongest motivational factors. Each of these motivations is singled out by roughly a third of the students. The exchange students are more likely to choose Northern Europe, while more degree students report that their current institution is their main motivation. This may be seen in light of the different consequences of this choice – the exchange students choose destination for a semester or two, while the degree students choose the institution where their degree will be issued.

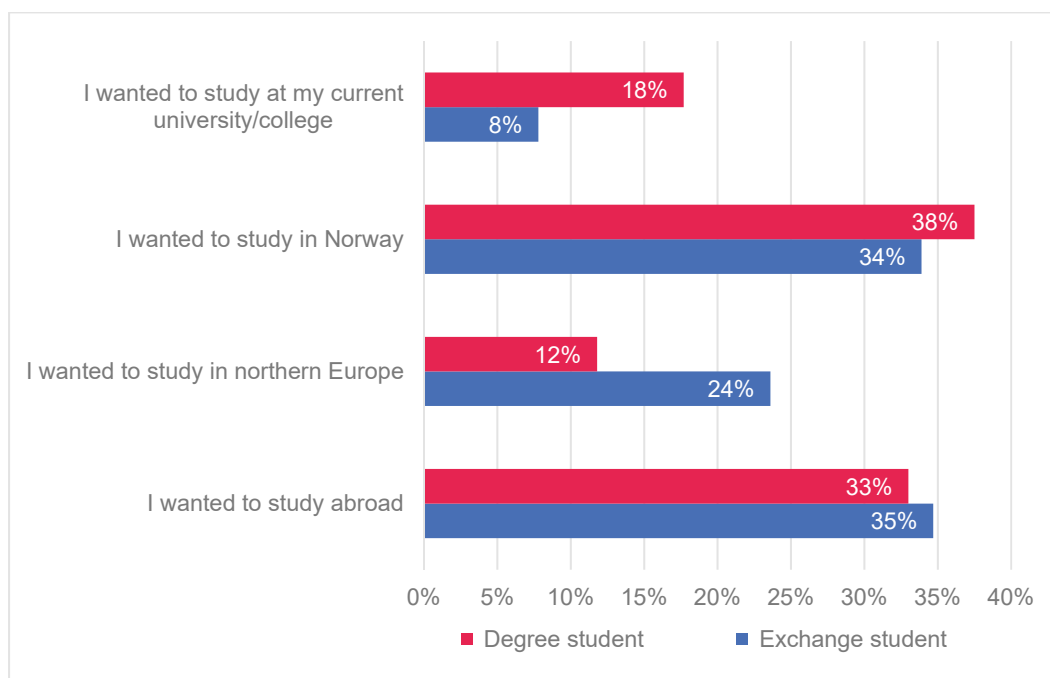


Figure 3.1. Primary motivation for choosing study destination among degree and exchange students (N=4 948)

Students at the specialised university colleges name the institution as their main motivation much more frequently (21 percent) than the average (13 percent). This may indicate that these institutions have a stronger visibility among potential students internationally than other Norwegian HEIs.

The country Norway is cited as the main motivation more frequently among students from North America (46 percent), than the average (36 percent). This tendency is reaffirmed in the answers given for the following question in the questionnaire, "Was Norway your first country to study abroad?". Again, North American students score highest, with 81 percent as compared to the 72 percent average. This average is comparable to those of the 2016 and 2014 surveys.

In figure 3.2 we look at the motivations for choice of Norway as study destination. Three reasons stand out: The quality of the education, Norwegian nature, and the perception of Norway as a peaceful and safe society. While the quality of education scores equally high among both degree and exchange students, Norwegian nature stands out as the most important reason among exchange students. For the degree students, both high standards of living and work opportunities after studies are equally important to Norwegian nature. The perception of Norway as a peaceful and safe society is particularly important to students from Asia, almost two-thirds of these students identify this as one of their main reasons to come to Norway. These findings suggest that Norwegian authorities and institutions should be advised to approach the exchange and degree students differently in the recruitment process.

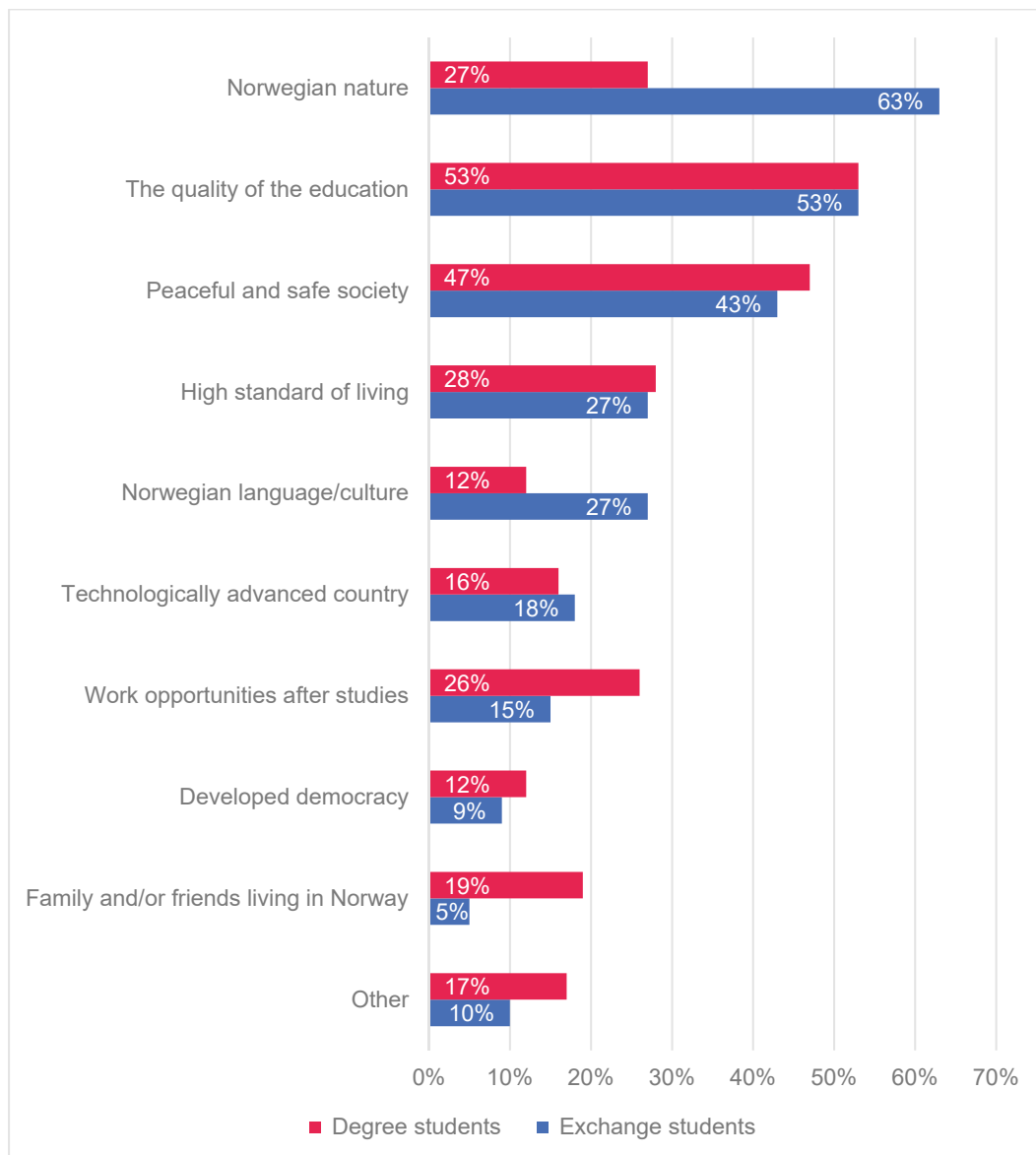


Figure 3.2 Most important reasons to study in Norway among degree and exchange students (N=4 963)

3.2 Preconditions

While these factors motivate students to come to Norway to study, it is also important to understand the importance of certain preconditions which determine whether the students are able to go to Norway in the first place. Among such factors, the availability of courses in English is decisive, cf. figure 3.3. In fact, this was deemed important or very important to almost nine in ten international students. The lack of tuition fees in (public) Norwegian higher education is also a significant precondition. Especially so for the degree students, 85 percent of them consider this to be important for their decision. The lack of tuition fees is particularly important to students from Asia and Africa. These two groups also pay considerably more attention to the possibilities of working during their studies than students

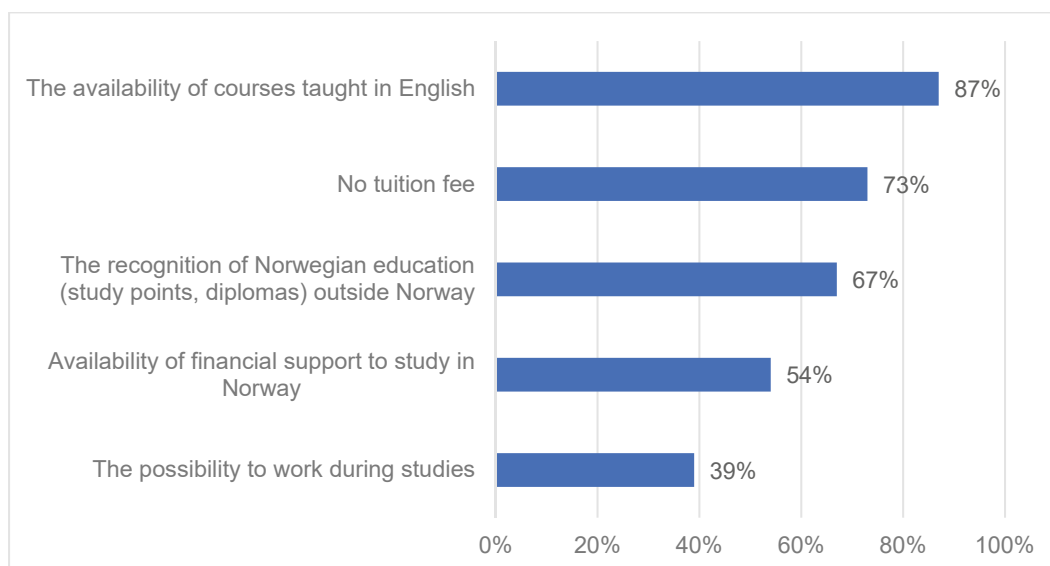


Figure 3.3 Share of respondents who rated different preconditions important or very important (N=4 872-4 918)

from other continents. Six in ten students from these two regions consider this possibility to be important or very important in their decision to come to Norway.

The question of preconditions also relates to the students' most important sources of funding. Two thirds of the students mention personal or family resources as one important source of funding while they are in Norway. For exchange students, Erasmus or other EU grants are equally important, while part time work during studies is an important source of funding for half of the degree students. As we saw in chapter 1, the possibility of working part time while studying, along with the absence of tuition fees, both constitute important reasons why Norway is seen as an attractive study destination.²²

Figure 3.4 demonstrates that personal or family resources are the most important source of funding for students from all continents. Still, there are considerable geographical differences. The African students stand out against students from the other continents. They rely on Norwegian grants to a much larger degree than other students. They are far less likely to rely on family or personal resources, and they rely on part time work to a larger degree than other students.

Information is also a crucial precondition. When considering where to study abroad the students look to the web. Web searches is a method used by three quarters of the students. Moreover, as many as 40 percent have sought information among other students. Other students are a particularly important source of information among exchange students. Many of the exchange students come from the same institution, which means that exchange students have a bigger chance than degree students to meet students at their home institution who have relevant experiences. On the web, the website of the students' institution in Norway is the most used source of information. It is used by three in four students, and it is equally frequent among degree and exchange students. Being the most

²² OECD, 2019b.

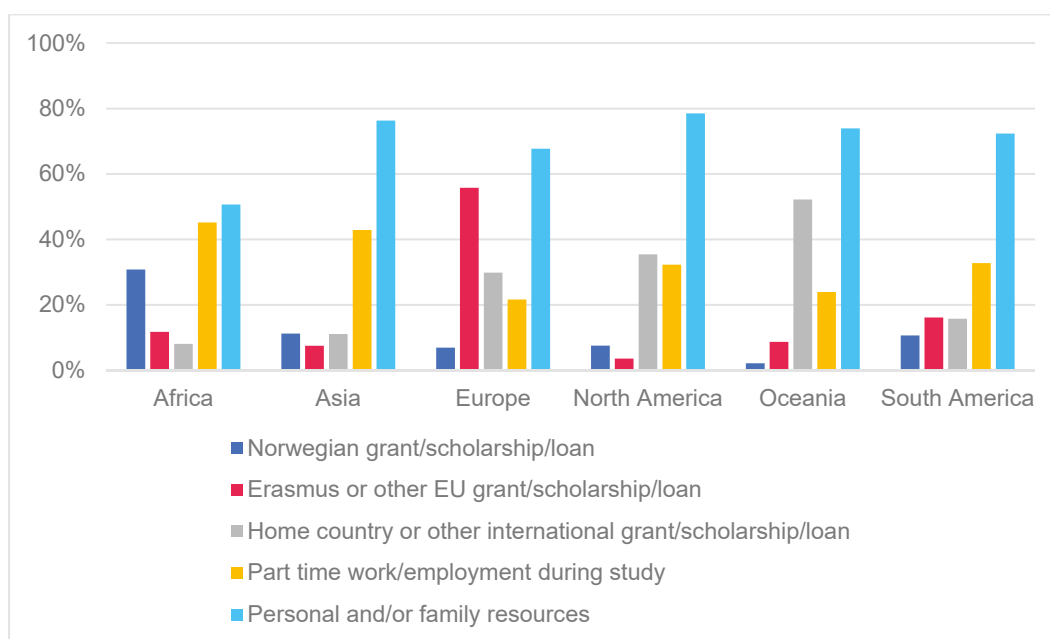


Figure 3.4 Sources of funding per continent (N=4 809)

frequently used information source, it is encouraging that 86 percent of the students find this source to have been useful.

3.3 Barriers

There may be some additional obstacles to coming to Norway to study, even when the mentioned preconditions are met, and the students are motivated to come to Norway. These obstacles are related to administrative procedures and the legal framework for arriving in Norway from another country to study. These are obstacles that many students will be expecting when going abroad, so the most interesting approach is to identify whether these obstacles were bigger or smaller than expected.

As a consequence of the legal framework, there are fundamental differences between the situations for students from the EU/EEA area and those from other countries. While students from the EU/EEA area can freely travel to Norway, and only need to register in Norway as students within three months, students from the rest of the world need to obtain a student visa. The students need to pay a visa application fee, which rose from 3 200 NOK to 5 300 NOK from 1 January 2018. In addition, the students need to prove that they have sufficient funding to support their stay in Norway. The required amount is linked to the grant scheme of the Norwegian State Educational Loan Fund and has risen with the increase in grants and loans available to Norwegian students over the last years.²³ Thus, some of these questions are only relevant to students from outside EU/EEA area.

In general, the answers presented in figure 3.5 lean to the positive side of the scale. Across all variables, there are more students who met fewer problems than expected than there are students who met more problems than expected. In addition, a dominating share of the

²³ SIU, 2018.

students assess the problems they met to be as expected. The overall conclusion is therefore that for most students, the different aspects of the preparation phase did not give unexpected problems.

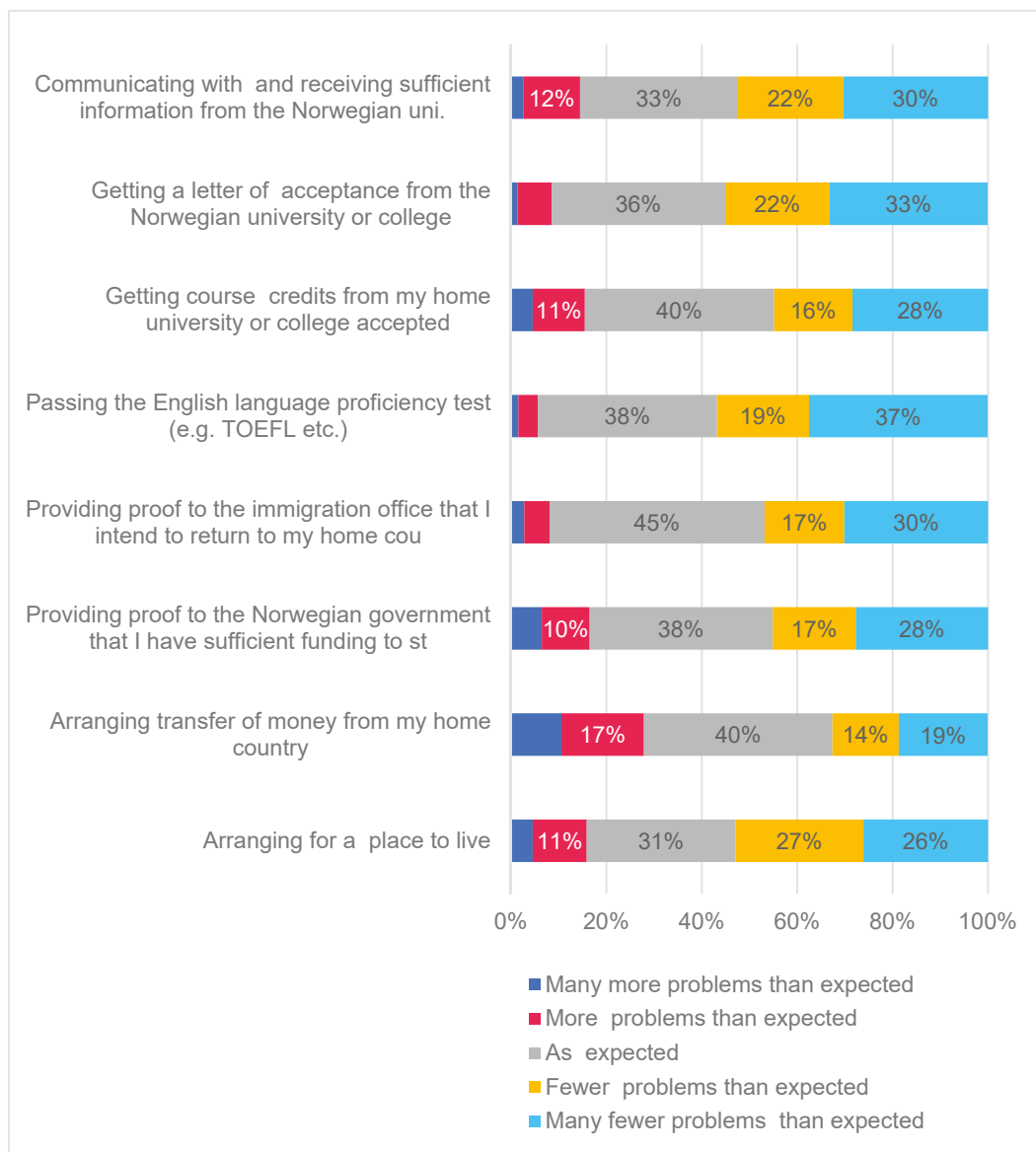


Figure 3.5 Problems in preparation for studies in Norway (N=2 834-4 607)

There are small differences between degree and exchange students when it comes to reported problems in the preparation phase. Still, a larger share of exchange students (17 percent) than degree students (8 percent) report to have experienced more problems with having course credit transferred from their home institution than expected. On the other hand, a larger share of degree students experienced more problems than expected with providing proof of sufficient funding (18 percent, against 7 percent for exchange students), and with arranging money transfer to Norway (28 percent, against 17 percent for exchange students).

It may be encouraging for the institutions to see that half of the students experience less and only 14 percent experience more problems than expected in their communication with

the Norwegian institution. Among the institutions, the group of “new universities” score slightly better than the others in this aspect. In addition, it is a positive sign that half of the students report less problems with finding a place to stay than expected. Here, the specialised university colleges perform worse than the other institutions, as one in five students at these institutions experienced more problems than expected.

North American students stand out regarding problems during the preparations for studies in Norway. 41 percent of these students experienced more problems than expected in obtaining a study permit, much higher than the 14 percent average score. This score is also much higher than the score for other students from outside the EU/EEA. Similar tendencies are seen when it comes to providing proof of sufficient funding to support their stay in Norway. Additionally, twice as many of the North American students reported problems in communicating with and receiving sufficient information from their Norwegian institutions.

For Norwegian HEIs, the process of assessing applications from international students is labour-intensive. In addition, there is a perception that many of the students apply to several institutions at once, with the result that the same students are assessed by several Norwegian institutions. There is an ongoing debate about establishing a national application system for international students that apply to the master level, in order to make the assessment process more efficient.²⁴ In this context, it is interesting to gain an idea of how many students apply to more than one Norwegian institution. This is particularly relevant for the degree students. In our survey, almost half the degree students applied to more than one Norwegian institution, one in four students applied to at least three different institutions.

83 percent of the students ended up in their preferred institution. This result represents a drop from the 2016 and 2014 surveys, when it was at 91 percent and 90 respectively. The score is highest for the students at the older universities, at 86 percent.

3.4 Motivation for choice of institution

In figure 3.6. we present the most important reasons for studying at the specific institution. The students show particular interest in academic specificities of the institution: the opportunity to study a particular subject and the quality of the education at the institution. This tendency is particularly strong among the degree students, also the subsequent three most frequent replies among these students are related to academic matters: good facilities, quality of research at the institution and the prestige of the institution’s diploma. As is natural, the institutional agreement is an important reason for as many as three out of four exchange students. As in Figure 3.2, we see that the exchange students pay more attention to Norwegian nature than the degree students, but when it comes to the choice of institution, it is only the fourth most important reason. We may thus say that qualities of Norwegian nature were important when it came to the question of drawing these students’ attention to Norway as a study destination, but other reasons were more important for their choice of institution.

²⁴ SIU, 2018.

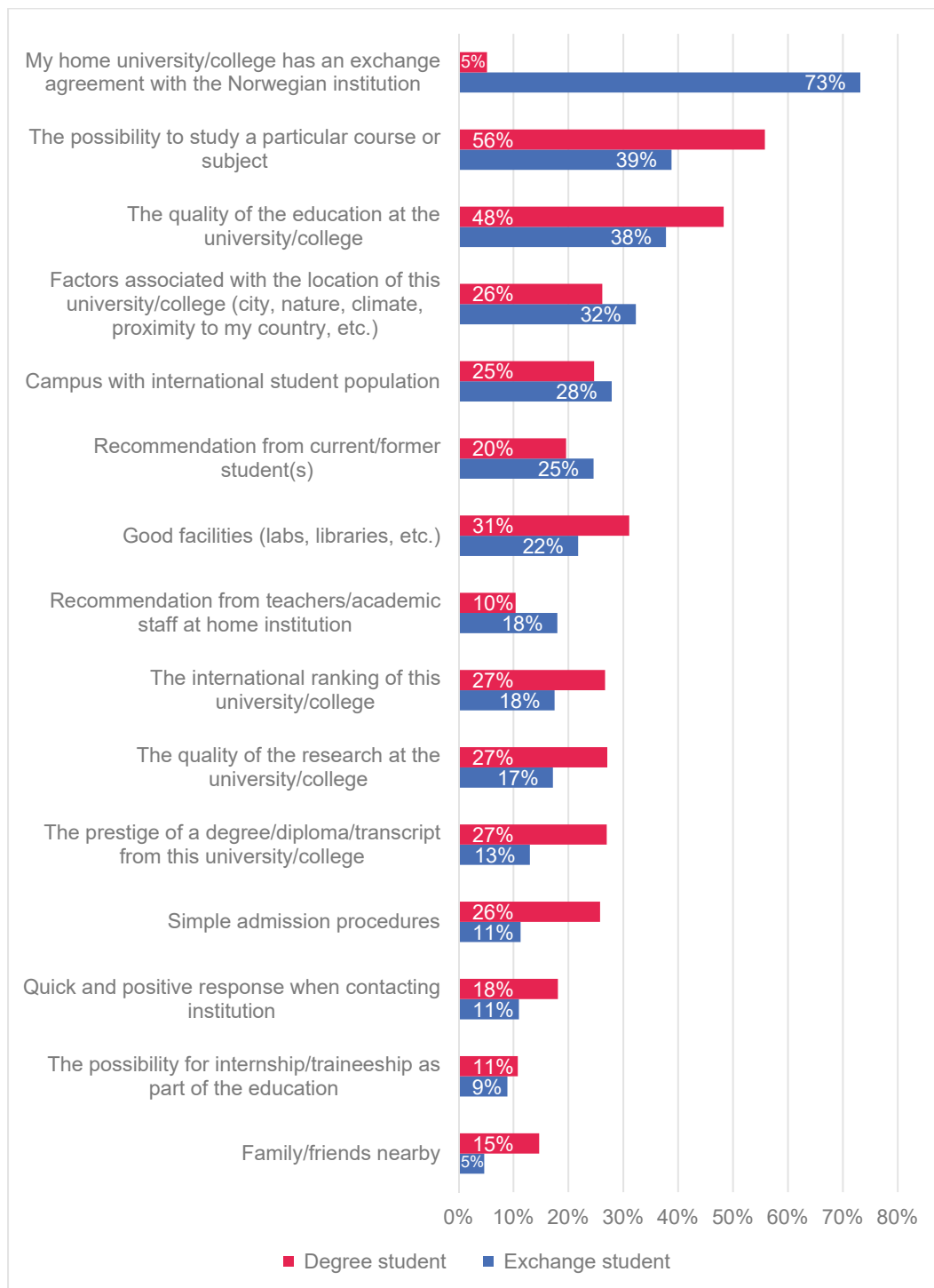


Figure 3.6 Motivations for choice of institution (N=4 809)

The institutional affiliation has implications on the answers to these questions. The older universities score relatively high on the quality of research. The specialised university colleges score high on quality of education, prestige of the diploma and international ranking. The latter question demonstrates huge differences between the institutions – while 39 percent of the students at specialised university colleges pick international ranking as one of their five reasons for the choice of their institution, only 4 percent of the students at

university colleges do the same. University colleges score high on the existence of an institutional agreement and recommendations from former students.

3.5 Future prospects

The students' motivations for the future is assessed in a question about whether they would like to stay and why. A comparison with data from earlier surveys shows that there has been a rise in the share of students who consider staying on in Norway after having completed their current studies. The share of students who would like to stay on in Norway saw a significant decrease from 55 percent in 2014 to 46 percent in 2016 but has since then increased to 58 percent in 2019. This increase is seen both for exchange and degree students, among degree students as many as 70 percent consider staying on in Norway, up from 62 percent in 2016. The fact that the increase is seen among both degree and exchange students shows that it cannot simply be explained by the inclusion in the 2019 survey of students that have stayed in Norway longer than three semesters.

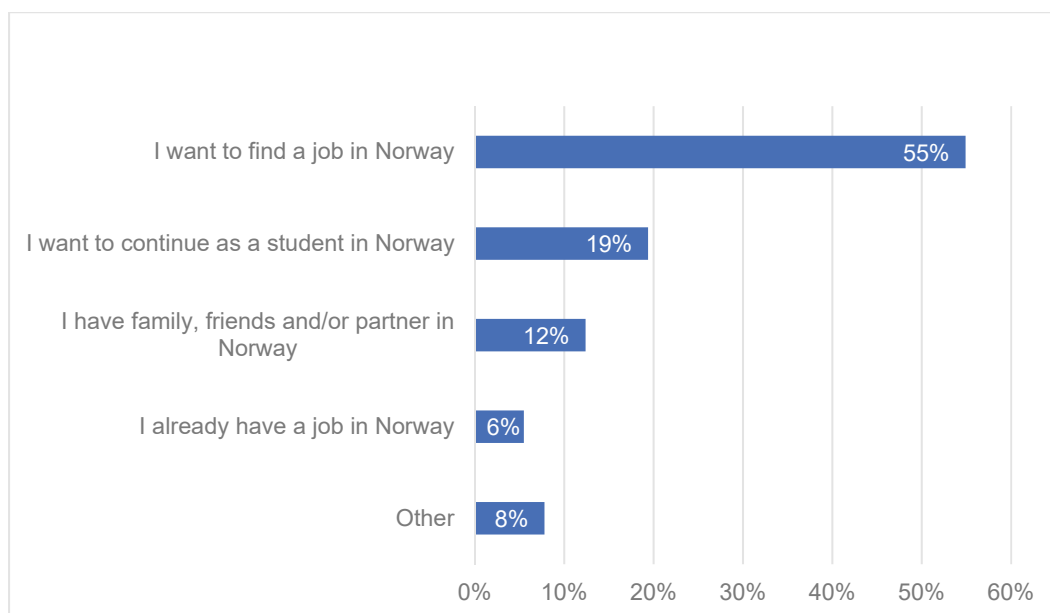


Figure 3.7 Reasons to stay on in Norway (N=2 627)

There is a geographical difference among the students. While exactly half the students from the EU/EEA area consider staying on, the number is 52 percent for students from North America. As many as 65 percent of the students from the so-called Panorama countries and 66 percent of the students from the rest of the world consider staying on. Equally important is the differences among students based on the different fields of study. Among students in natural sciences and technology, 62 percent consider staying on (up from 54 percent in 2016). The students least inclined to stay on are in economics and business, at 51 percent they are also up from 44 percent in 2016.

Prospects of a future job is the predominant reason among the students that consider staying on in Norway after having completed their current studies. Together with the students that already have a job in Norway it makes up more than 60 percent. 19 percent consider staying on to continue as a student in Norway. Taken together these three variables are a strong indication of the attractiveness of Norway as a destination for studies and work. At 63 and 59 percent respectively, the prospects of a future job is particularly

important for students in economics and business, and natural sciences and technology. At the same time, almost one in four students in arts and humanities consider staying on because they would like to continue their studies in Norway.

3.6 Summary

In general, the country itself is the most frequently cited motivating factor for international students coming to Norway, and three in four students had Norway as their first priority study destination. When asked why they chose Norway, quality of the education was singled out as the most important reason. If we use these simple facts as tokens of how Norwegian higher education performs in the international perspective, they give a positive impression. In the forthcoming chapters more nuance will be added to this general finding.

When compared to the results for the institutions, we see that, in general, Norway has a stronger brand among international students. Meanwhile, some institutions have a stronger standing than the rest. International students at specialised university colleges give much more importance to the prestige of the diploma and the international ranking of their Norwegian institutions than students at other institutions.

The Norwegian HEIs should take encouragement from the fact that the vast majority of the students found the information on their websites to be useful. At the same time, it is worth paying attention to the importance of fellow students as information source when the students consider where to go for their studies abroad.

English as a language of instruction in the classroom is a precondition for almost all students coming to Norway. This is not surprising, but it opens an important perspective on the internationalisation of Norwegian higher education. In the 2001 white paper *Gjør din plikt – krev din rett*, the Norwegian government identified increasing the number of English-language programmes at Norwegian HEIs as a key measure in the effort to internationalise Norwegian higher education.²⁵ Two decades later we see the results of this process: the number of English-language programmes has multiplied, as has the number of international students in Norway.

The fact that North American students report more problems than expected to a larger degree than other international students when it comes to the preparations for their studies in Norway may be related to different levels of expectations. It appears that students from North America expect these processes to run more smoothly than students from other continents outside Europe. Moreover, the dissatisfaction with information from the host institution should be seen in light of the problems they experienced in the process with obtaining visa, i.e. their *need* for information was higher than they had expected.

All of this should be taken into consideration by Norwegian authorities and institutions when dealing with these students. There appears to be a need to manage their expectations ahead of the visa process, particularly because other students are such an important source of information for the international students when considering going abroad. If these expectations are not managed, it may reflect negatively on the attractiveness of Norway as a study destination.

²⁵ St.meld. nr. 27 (2000-2001).

Norway is an attractive country to study and work in for the international students, and there has been an increase in this attractiveness in 2019 compared to earlier. For a majority of the students who would like to stay on, the perspectives of a job in Norway is a main motivation.

4 Assessment of quality in Norwegian higher education

This chapter presents an analysis of the answers given by the students to questions that relate to their experiences with the quality of teaching and academic life at their Norwegian institution. We also analyse working life experiences integrated in the study programmes.

Education quality is a priority area for Norwegian authorities. Generally, the students' assessment of the education is a frequently used information source for understanding this quality in the Norwegian higher education sector, a point that is most apparent in the use of NOKUT's annual student survey, *Studiebarometeret*.²⁶

Relevance to working life after the studies is an important part of how quality is understood in Norwegian higher education. This relevance may be accomplished in various ways, be that project work in cooperation with relevant businesses, work placements, internships or in other ways. As we have seen, work opportunities in Norway after the studies is reported as a motivating factor in the consideration of Norway as a study destination for one in four international degree students in our survey.

For many of the questions, the students have been asked to give assessments along a balanced five point-scale from very satisfied via neither satisfied nor dissatisfied to very dissatisfied. This scale allows us to get a clear picture of the level of satisfaction.

Some of the questions treated here are parallel to questions in *Studiebarometeret*. For the purposes of comparison, we have asked NOKUT to provide us with the data for the Norwegian nationals in the survey from 2018. Some of these data are provided here.²⁷

4.1 Satisfaction with academic quality

In general, the international students are satisfied with the teaching at the Norwegian institutions. For all the variables presented in figure 4.1, at least 65 percent of the students are satisfied.

The students are particularly satisfied with the teachers' ability to teach in English, this point of view is supported by more than eight in ten students. The overall tendencies related to this variable is constant from the 2016 survey. However, there is reason to point out that there is a drop by ten percentage points in the number of students who are very satisfied. A high score on this question is vital, since the students report that the availability of English-language courses is so important for their choice to come to Norway. The level of satisfaction is also high among students from regions where English is an official language. 82 percent of students from North America are satisfied with the teachers' ability to teach in English.

²⁶ NOKUT, 2019, *Studiebarometeret*, <http://www.studiebarometeret.no/en/>.

²⁷ It should be noted that while both use a five point-scale, the scales are slightly different. On the scale used for *Studiebarometeret* only the extreme values are provided with a description, e.g.: 1 (Do not agree) and 5 (Completely agree).

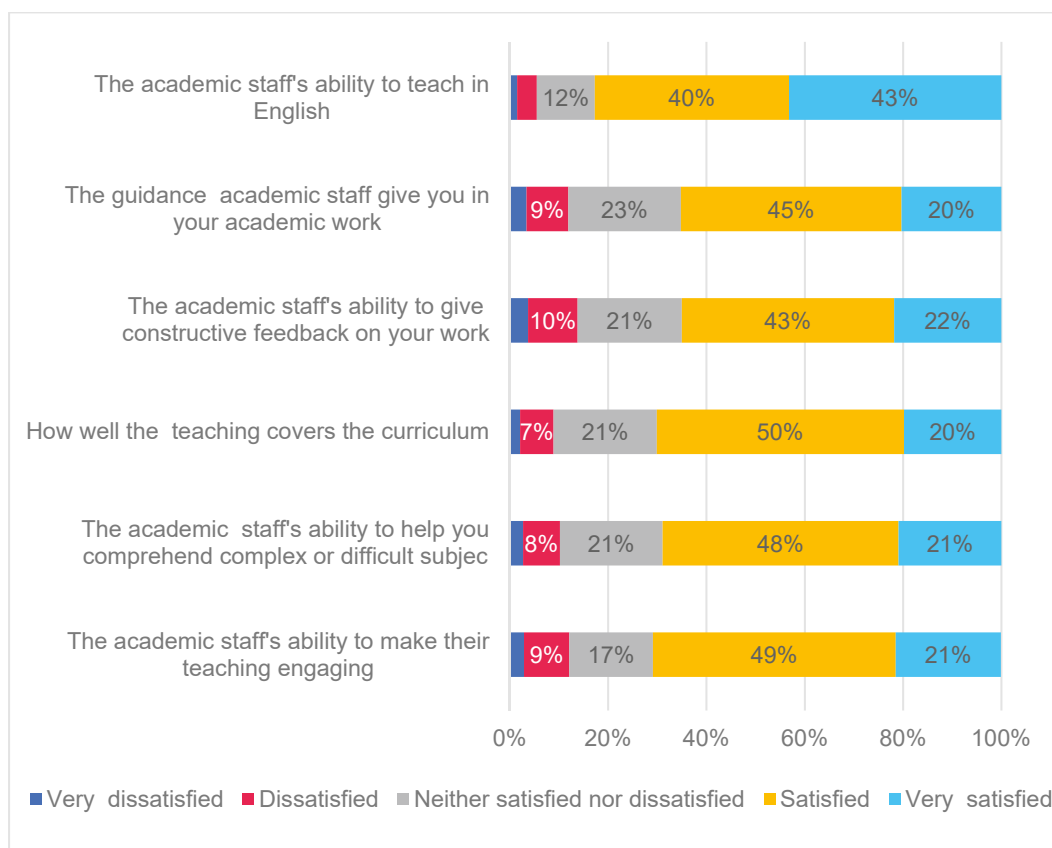


Figure 4.1 Satisfaction with teaching (N=4 7324-4 734)

The students are least satisfied with the feedback they get from the academic staff, but even here the level of dissatisfaction is low – 14 percent report that they are dissatisfied or very dissatisfied. The students' institutional affiliation has some implications on the answers, students at university colleges tend to be more satisfied than their peers. The international students at these institutions are happier with the guidance they get in their academic work and the feedback they get from their teachers. There are also considerable geographical differences. Students from North America tend to be much less satisfied than students from other continents. As many as 30 percent of these students are dissatisfied or very dissatisfied with the feedback they get on their work. By contrast, the corresponding score for African students is five percent.

The latter three variables from figure 4.1 are found in *Studiebarometeret*. A comparison shows that international students tend to be more positive in their evaluation than their Norwegian peers, and that they are more positive in their evaluation of how well the academic staff succeeds in making their teaching engaging. While 70 percent of the international students are satisfied in this regard, only 57 percent of the Norwegian students are.

Also, when it comes to the international students' satisfaction with their learning outcomes, the scores are positive, cf. figure 4.2. A majority of the students are satisfied with their learning outcomes. As many as eight out of ten students are satisfied or very satisfied with how they have learnt to work independently, and the scores are also high for critical thinking. At the other end, twelve percent are dissatisfied or very dissatisfied with the experience they have gained from research and development work.

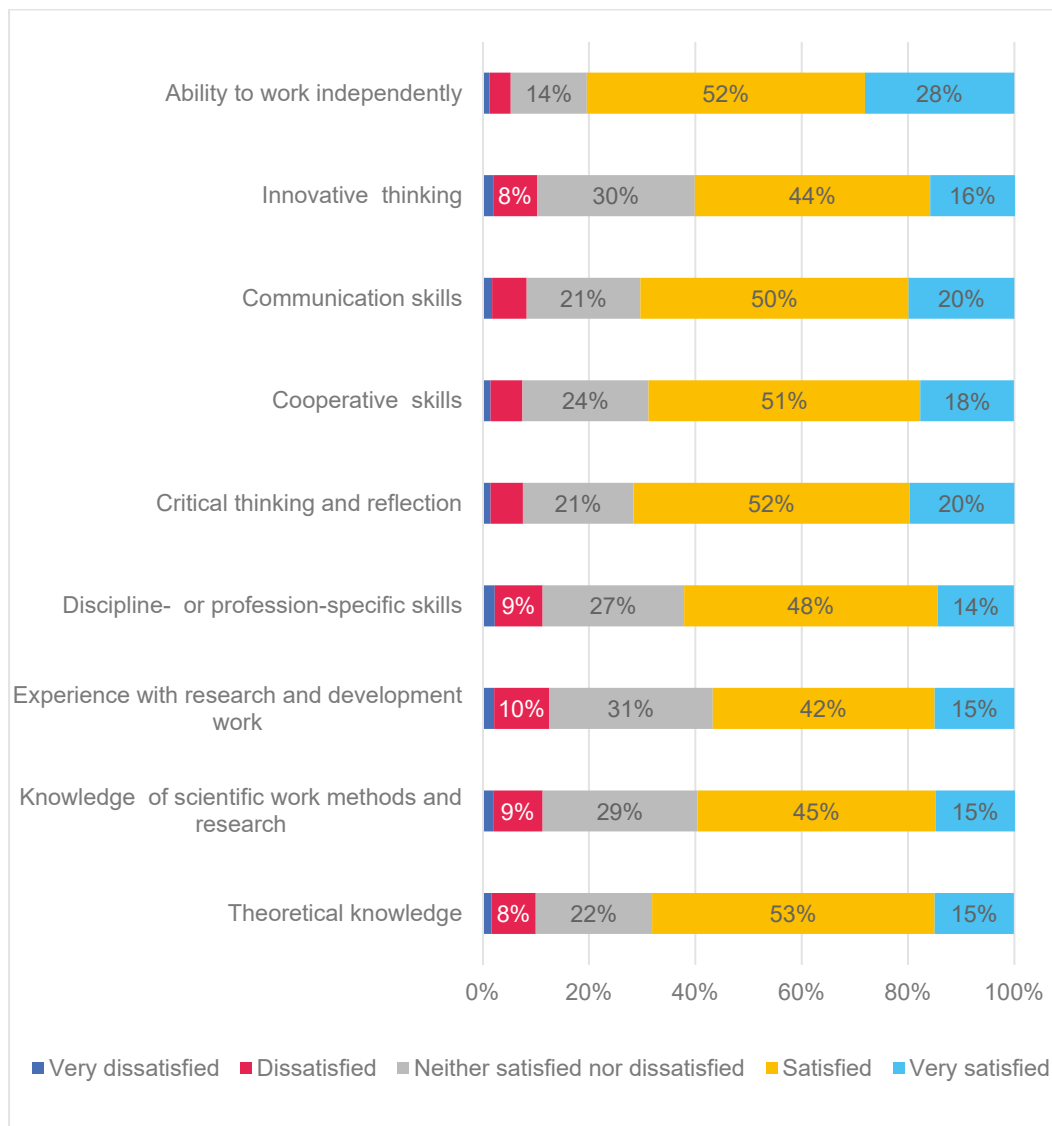


Figure 4.2 Satisfaction with learning outcomes (N=4 608-4 625)

In general, students at university colleges and specialised university colleges tend to be slightly more satisfied with the learning outcomes than students at the universities. Geographic background affects the students' satisfaction strongly. Students from Africa tend to be most satisfied with the learning outcomes, and students from North and South America least satisfied. For instance, 18 percent of the North American students are dissatisfied or very dissatisfied with the experiences with research and development work, while the average for this question is 12 percent.

Compared to the international students, the Norwegian students in *Studiebarometeret* vary more in their evaluations. The findings for the two groups are juxtapositioned in figure 4.3. While they are slightly more positive when it comes to learning outcomes relating to theoretical knowledge, critical thinking and cooperative skills, they are much less satisfied with the experiences they have gained in research and development work, the knowledge they have gained of scientific work methods and research, as well as the discipline- and profession specific skills they have acquired.

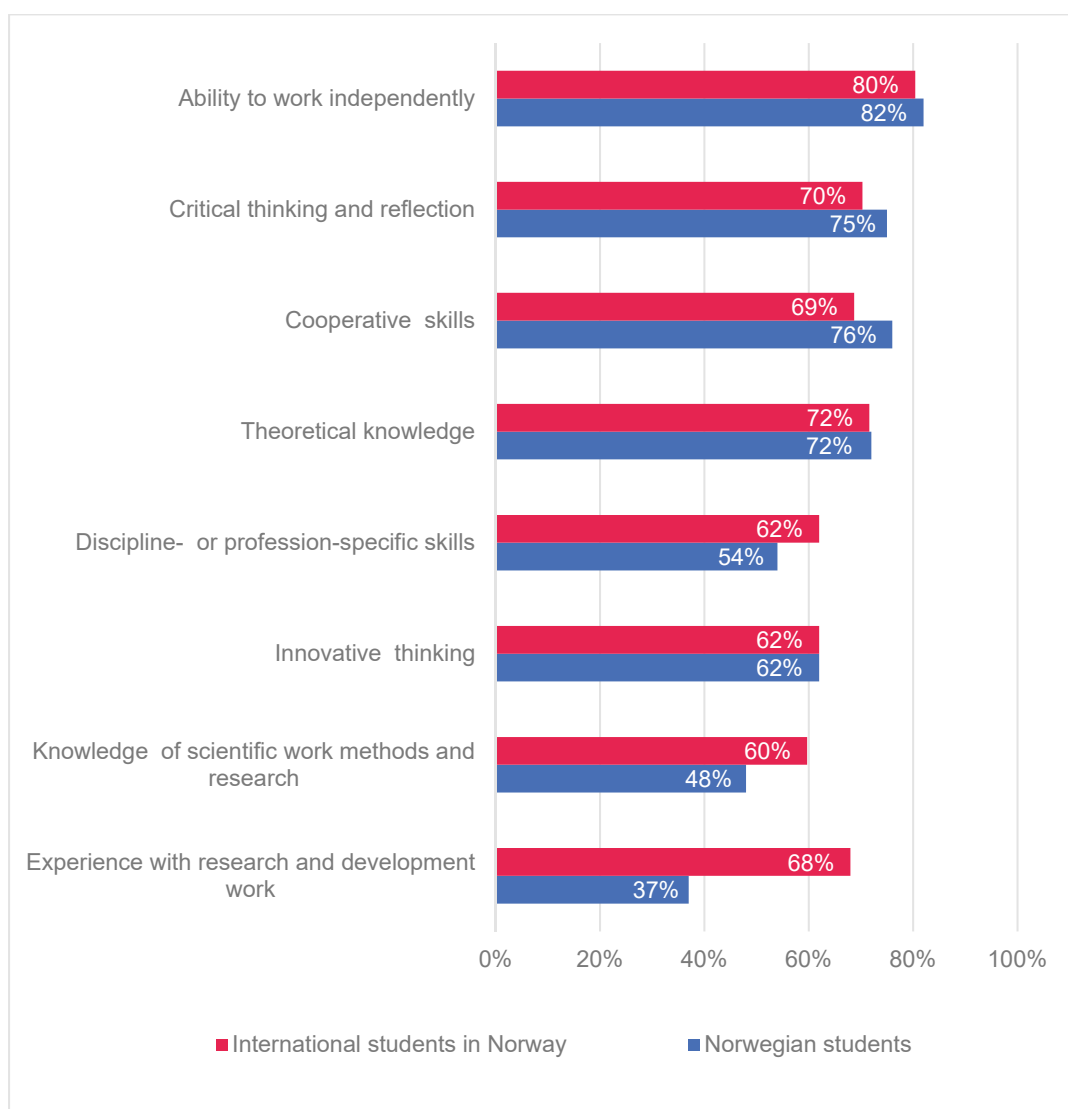


Figure 4.3 Share of international and domestic students who are satisfied or very satisfied with their learning outcomes²⁸

While there is a general satisfaction with the social and academic environment among the international students, the students are most satisfied with the relationship between students and academic staff, cf figure 4.4. Three quarters of the students are satisfied or very satisfied with this aspect of their student experience in Norway. The students at university colleges and specialised universities are more satisfied than other students when it comes to all these questions, as many as 85 percent are satisfied or very satisfied with the relationship between students and academic staff. Students at bachelor level are more satisfied than students at master level, and particularly with the social environment among students. There is a general tendency in the data that the students are more satisfied with the academic environment among the students than with the social environment, but this tendency is considerably stronger among the African students, 79 percent are satisfied and

²⁸ Data about international students are from the survey conducted for this report (N=4 608-4 625), whereas data for Norwegian students are provided by NOKUT (N=18 233-21067)

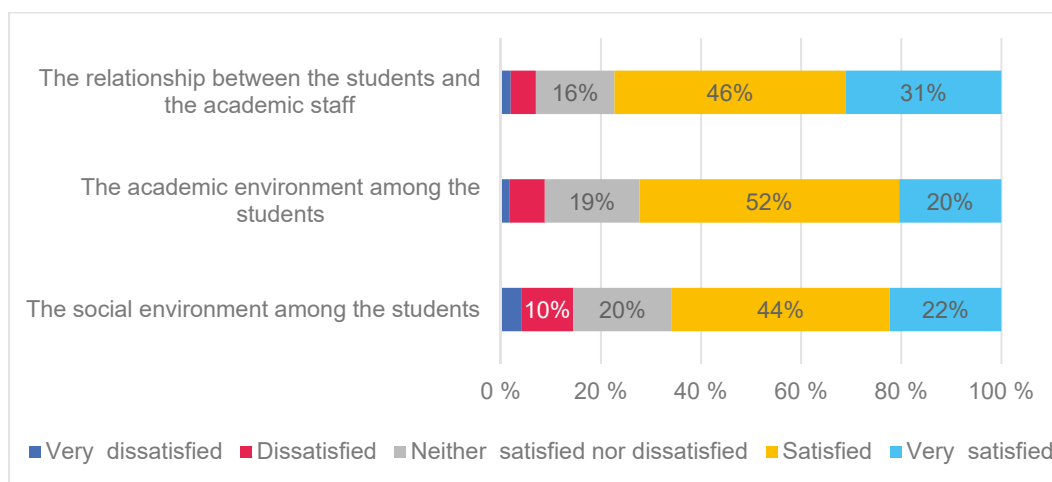


Figure 4.4 Satisfaction with study environment among international students (N=4 628-4 631)

very satisfied with the academic environment against 59 percent related to social environment.

International and Norwegian students rate the study environment differently. 77 percent of the international students are satisfied with this aspect as compared to 60 percent for Norwegian students. On the other hand, the Norwegian students rate the social environment among the students slightly higher than the international students, 71 percent satisfied as compared to 66 percent.

The exchange students were asked to compare the academic level of their Norwegian institution to that of their home institution, a third of the students consider the level to be about the same, slightly more students (36 percent) consider the level to be higher or much higher, while one in four students consider the Norwegian institution to be at a lower level. Among the Norwegian institutions, the new universities have the highest score – 42 percent of the surveyed exchange students at these institutions consider them to be at a higher level than their home institutions.

There are big differences in how exchange students from different continents rate their Norwegian institution as compared to the home institution. The results are presented in figure 4.5. European students make up three fourths of this group and lean slightly to the positive side. American students are much more sceptical, almost half of them rate the Norwegian institution lower. On the other hand, students from Africa and Asia rate the Norwegian institution highly, 86 percent of the African students rate the Norwegian institution higher than their home institution.

The students were also asked about their satisfaction with their current studies in Norway. 83 percent agree or agree strongly. Bachelor students (85 percent) agree slightly more than master students (81 percent), and exchange students (86 percent) more than degree students (80 percent). Again, there are considerable geographical differences ranging from 91 percent of the African students to 74 who agree among the North American students.

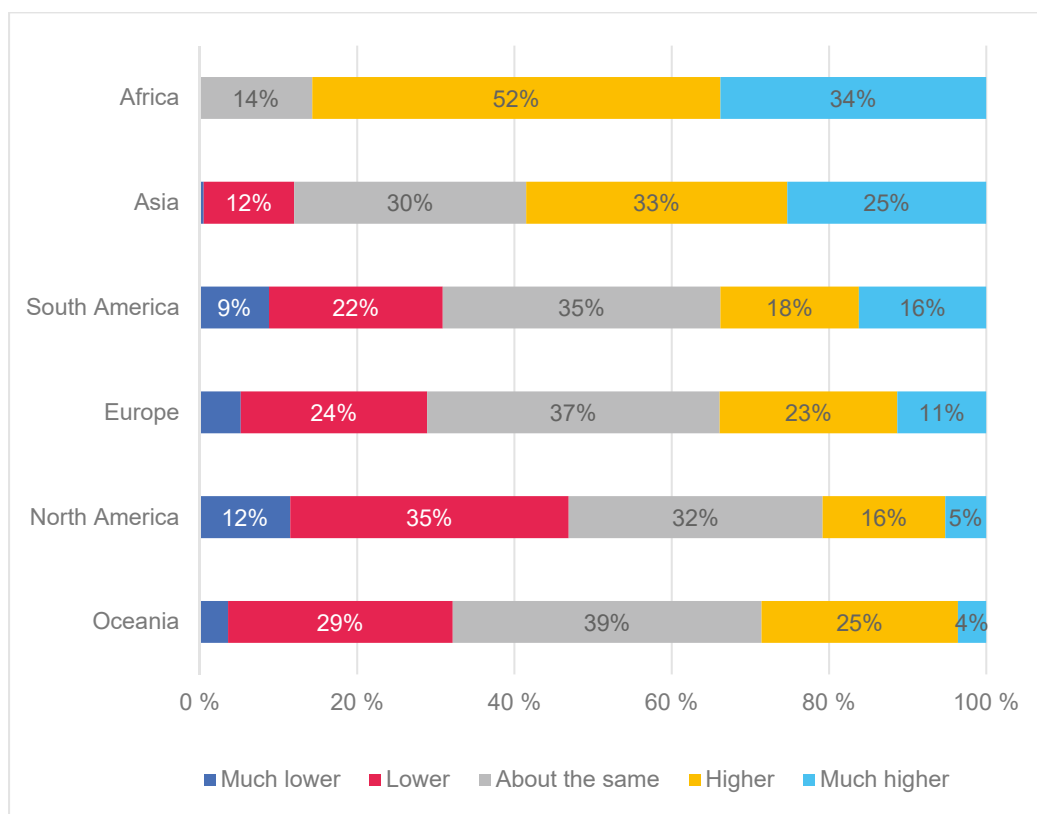


Figure 4.5 Norwegian institution compared to home institution among exchange students per continent (N=2 067)

When asked directly if they would recommend Norway as a study destination to other students, 60 percent confirmed in the definite, while 85 percent said they would probably recommend Norway. These are strong indications of the students' satisfaction with the quality of Norwegian higher education. As we see in figure 4.6, the exchange students are more positive. There is some variation among the institutions, the students at university colleges are most positive, nine in ten would probably recommend Norway. The African students stand out on the positive side, 71 percent of them would definitely recommend Norway in contrast to the score of 53 percent for the North America students, who are the most sceptical. Still, even among the North American students, 77 would probably recommend Norway.

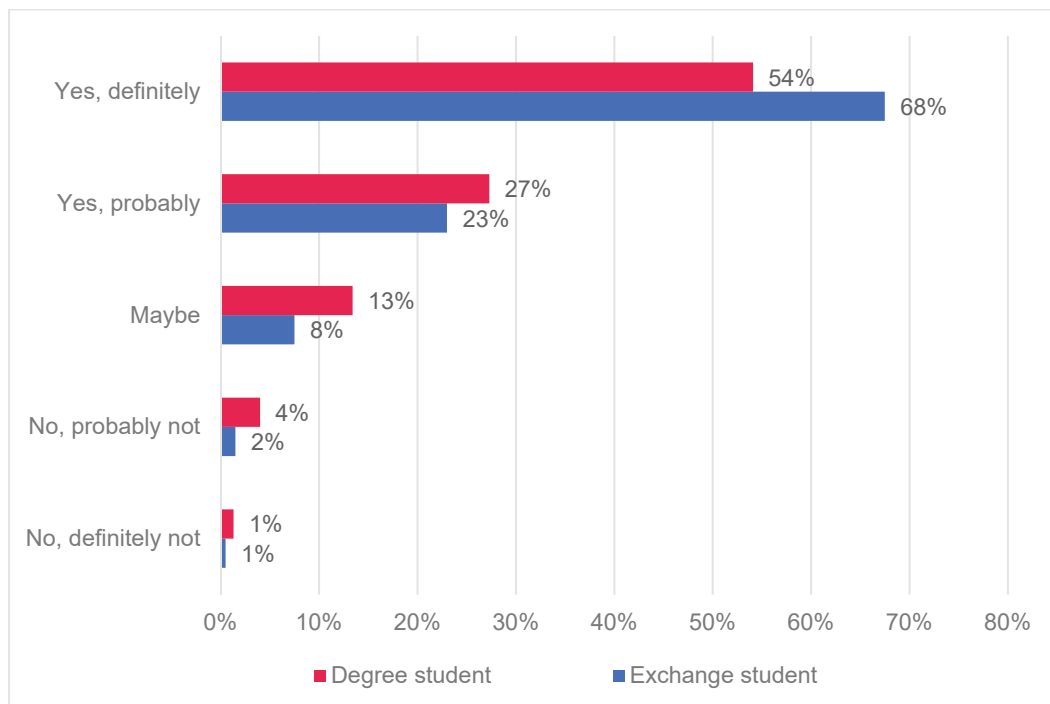


Figure 4.6 Recommending Norway to other students – exchange and degree students (N=4 553)

We now turn from the general impression international students have of Norwegian higher education and higher education institutions, to a look at some more specific characteristics of Norwegian higher education, in figure 4.7. In general, the students agree with some commonly held assumptions about Norwegian higher education. The students are most impressed by the campus facilities, nine in ten agree that they are modern. Four in five students agree that the relations between students and academic staff are informal and relaxed.

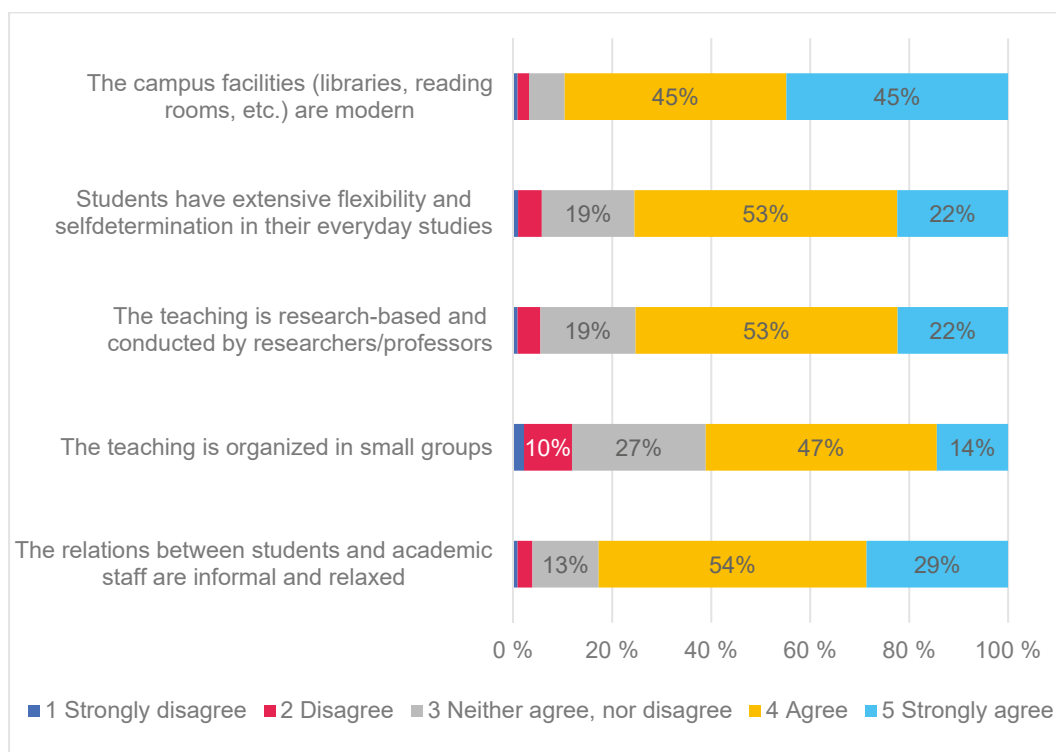


Figure 4.7 Statements about Norwegian education (N=4 538-4 548)

4.2 Working life experiences

More than half the international students at Norwegian HEIs report to have contact with working life as a part of their studies. The most frequent kind of contact is project work: more than a third of the students are in contact with working life through thesis work, research project or similar activities. Figure 4.8 shows that there are considerable differences between the different categories of institutions. Two thirds of the international students at university colleges are in contact with working life as a part of their studies in Norway, as compared to half of the students at the old universities. Such activities are more frequent among students of health and care studies (64 percent) and less so among students in law studies and social sciences (46 percent).

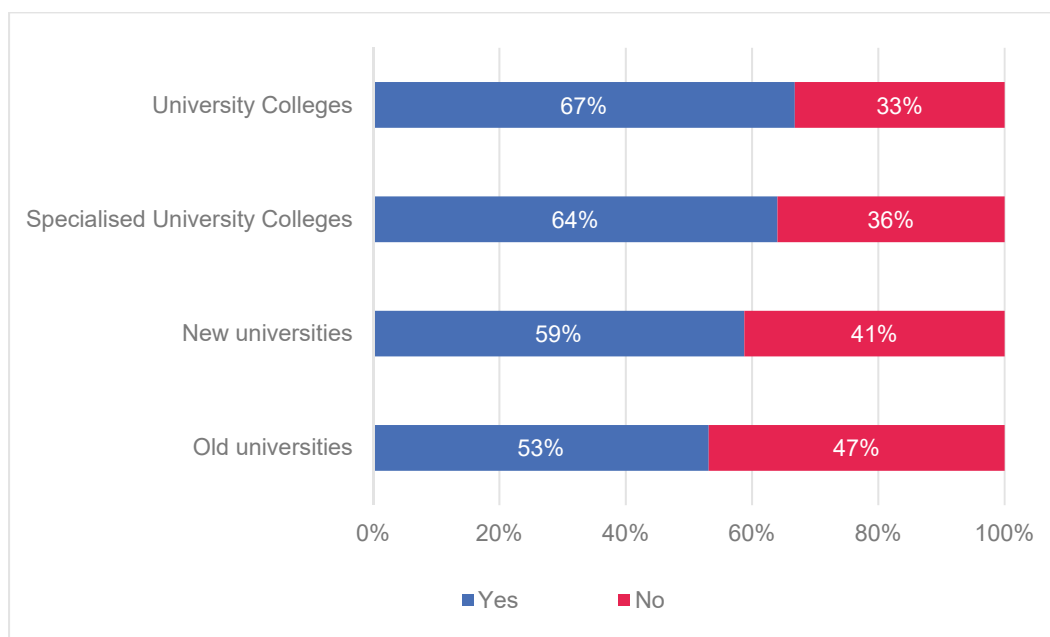


Figure 4.8 Contact with working life the in studies among different institution types (N=4 653)

The numbers are more restricted when we circle in on internship and traineeship. In a separate question, the students were asked whether they have had or will have internship or traineeship as a part of their studies in Norway.²⁹ One in four students confirm this. The share is higher among degree students, almost one in three degree students say that they have had or will have internship as a part of their studies in Norway.

Further investigation shows that these work-related activities are often of some duration: 85 percent of the students who have had internships have been involved in such activities for more than a month, and more than half of them for more than two months. Thus, for the students who are offered such learning activities, they constitute a considerable part of their study experience in Norway. There are noticeable differences between the different categories of institutions. While more than 60 percent of the students at old universities have had traineeships for more than two months, this is true for only 44 percent of the students at new universities and specialised university colleges.

Certain sectors dominate as hosts for the internships. Particularly, the area of education and research, which makes up 30 percent of the total number of internships and health care and social services, which amounts to 17 percent. The unspecified "other" group was chosen by as many as 24 percent of the students, indicating that it is not always easy for the students to identify their specific case with the general categories used for this question. The cross tabulation identifies a very strong correlation between sector and field of study when it comes to the health care and social services, 86 percent of the students who have had internship in this sector study health and care.

When it comes to education and research, the picture is more complex. Only 29 percent of the students who have had an internship in this sector study pedagogy and teaching. This

²⁹ For the remainder of the chapter we will restrict ourselves to the term internship to cover both phenomena.

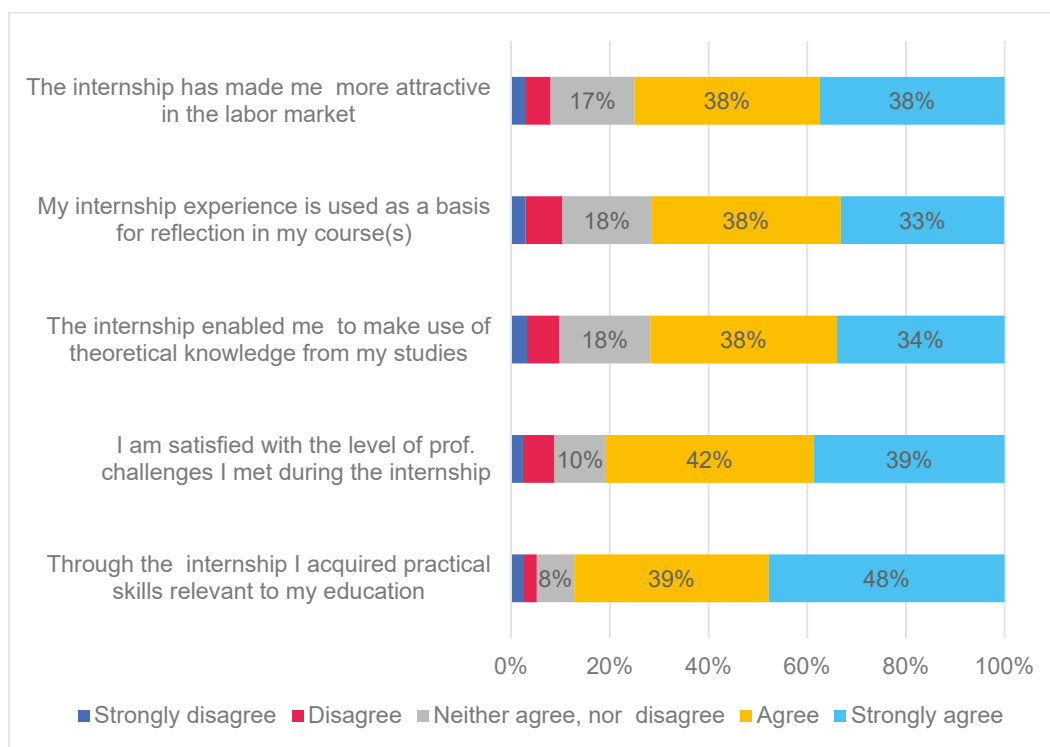


Figure 4.9 Relevance of working life experience (N=464-502)

may be explained in at least two ways. First of all, the category of education and research is broader, and may include internships by student in a research setting at a higher education institution, secondly, there may also be teachers students affiliated with other faculties than pedagogy and teaching.

A large majority of the students deem the internships to have a positive impact on the quality and relevance of their study experience in Norway, as shown in figure 4.9. 87 percent agree that they have acquired practical skills relevant to their education, and three in four students believe that the internship has made them more attractive to the labour market.

In general, students at the specialised university colleges rate the importance of the working life experience considerably lower than their colleagues at other institutions. One in four students at the specialised university colleges disagree that the internship enabled them to make use of theoretical knowledge from their studies. The differences are even more striking when we analyse the answers according to the students' field of study. While 96 percent of the pedagogy and teaching students find that they have acquired practical skills relevant to their education, the same is true for 72 percent of the economics and business students. Equally, while 86 percent of the pedagogy and teaching students are satisfied with the professional challenges they have met during the internship, the share of economics and business students with the same opinion is 59 percent. These differences indicate that the quality of internship arrangements varies greatly across the various fields of study.

4.3 Summary

In total, the analyses in this chapter serve as a contribution to our understanding of how Norwegian higher education performs in comparison with higher education in other

countries. In this context, it is significant that in general the international students are well satisfied with the teaching at the Norwegian institutions. We should also note that when the exchange students are asked to compare, Norwegian institutions score better than the students' home institutions. 83 percent of the students are satisfied with their studies in Norway and 85 percent report that they would probably recommend Norway as a study destination.

International students assess the academic qualities slightly differently than the Norwegian students. They are more satisfied with the teachers' ability to make the teaching engaging than Norwegian students. They are more satisfied with the relationship between student and staff and find it to be relaxing and informal.

Some features of Norwegian higher education stand out, the students are particularly satisfied with the teachers' ability to teach in English and the facilities at Norwegian institutions are rated highly. Even if the general impression also in these matters is still positive, the international students' satisfaction with the guidance and feedback is lower, and fewer students agree that the teaching is organised in small groups.

While it is true that the exchange students score their Norwegian institution higher than their home institution, there is great geographical variation. It should be noted that half the American students rate the quality to be lower than at their home institution.

A large part of the international students at Norwegian higher education institutions have some contact with working life, in one way or the other, during their studies in Norway. The numbers are more restricted when we circle in on more substantial activities such as internships, however, for the students who get such opportunities, they constitute a considerable part of their study experience in Norway. A large majority of these students find the working life experience to have a positive impact on the quality of their studies. Given that the experience for the international students is so positive, the institutions should consider what could be done to give this experience to more international students.

5 Coping with academic and social life

High quality education is more than delivering prominent teaching, good feed-back, and relevant courses. It is about inspiring students to work long hours towards established learning outcomes and to help them reach their full potential. Studies have shown that students who perceive to have academic control tend to work harder, are less concerned and more motivated, and generally perform better academically.³⁰

International students are likely to meet an academic tradition that differs from home, with other pedagogical approaches and a different mix of activities, demands, responsibilities and liberties. To accommodate these differences, the students may need to adjust their learning habits, studying techniques, or ambitions to the new situation. However, being an international student is more than just *studying* abroad. Adapting to a new culture and making new acquaintances, while leaving old friends and family behind, may cause certain social adaption challenges, such as home sickness and loneliness.

This chapter addresses how international students in Norway cope with their academic and social lives. How much time do they invest in their studies? How ambitious are they in terms of learning results? How do they perceive the workload and academic requirements? The chapter also looks at how the students handle various social challenges and how much time they devote to paid work, as opposed to their studies.

5.1 Time spent on academic activities

In total, the respondents spend 35 hours per week on academic activities. These hours are split between organised learning activities and independent study such as reading, assignments or self-initiated group work. On average, the respondents spend 15 hours per week on organised academic activities and 20 hours per week on independent study.

The international students devote one hour more to their studies per week than the Norwegian students surveyed in *Studiebarometeret*. The Norwegian students spend 16 hours per week on organised learning activities, which is one hour more than the international students. Furthermore, they spend 18 hours per week on independent study, i.e. two hours less than the international students.

There are however notable differences between the various groups of international students as regards the amount of time they invest in their studies. Master students spend on average ten hours more on their studies per week than bachelor students (40 vs. 30 hours/week). It makes sense that students at a higher academic level need to put more effort into their studies.

The respondents furthermore spend more time studying the older they are, cf. figure 5.1. While the youngest age cohort spends 27 hours per week on their studies, the students between 30 and 40 years spend 42 hours per week. The exception is students above 40

³⁰ Kember, 2004: "Interpreting student workload and the factors which shape students' perceptions of their workload." *Studies in Higher Education*, 29 (2), pp. 165–184.

years, among which there is a decline in time spent on academic activities. As established in chapter 2, the master students in the survey are on average four years older than bachelor students. The fact that age and academic level both correlate with the number of hours the respondents invest in their studies is therefore as expected.

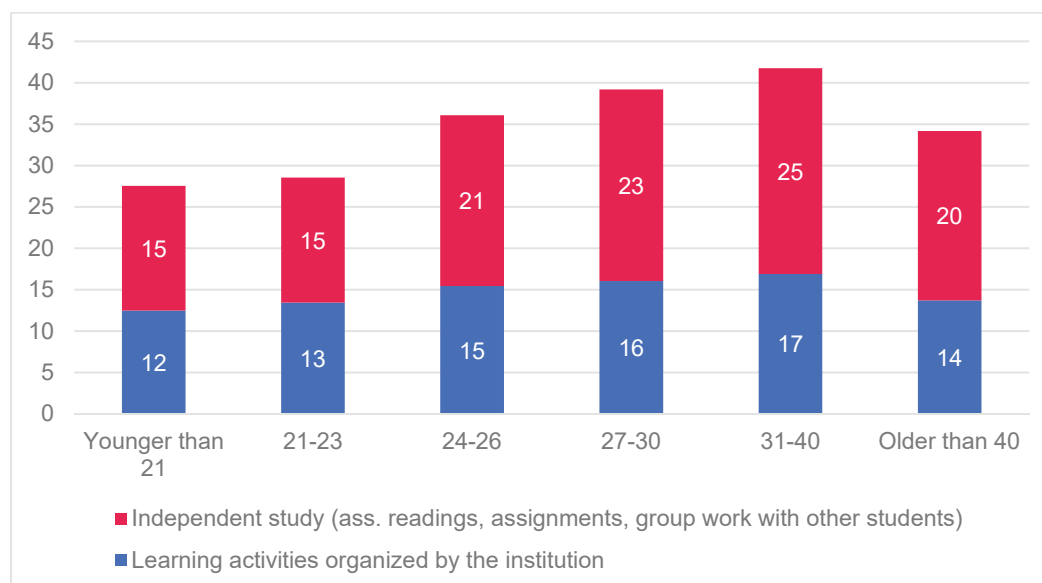


Figure 5.1. Hours per week spent on academic activities for different age groups (N=4 429)

There are also substantial differences in the amount of time invested in the studies between exchange and degree students. While the exchange students on average spend 29 hours per week on academic activities, the degree students spend 39 hours per week. The fact that most degree students pursue education at the master level and are older than the exchange students go together with the findings mentioned above. Students from Africa are the most hard-working, spending 45 hours a week on academic activities, while students from Oceania, Europe, and the Americas spend between 31 and 33 hours.

5.2 Time spent on paid work

As discussed in chapter 3, one in three students in the survey indicate that part-time work is an important source of funding. This is particularly the case for the degree students. Half of them have a part time job, in contrast to only one in ten exchange students. Short stays may hinder exchange students in finding a job in Norway. In addition, the majority of exchange students come from Europe, from countries with relative strong economies, and many receive financial support through Erasmus+.

In total, 31 percent of the respondents are employed. There is great variation in part-time employment figures among the different age groups (figure 5.2). The share of employed students rises from under 10 percent for the youngest students to more than 50 percent for the students in the thirties.

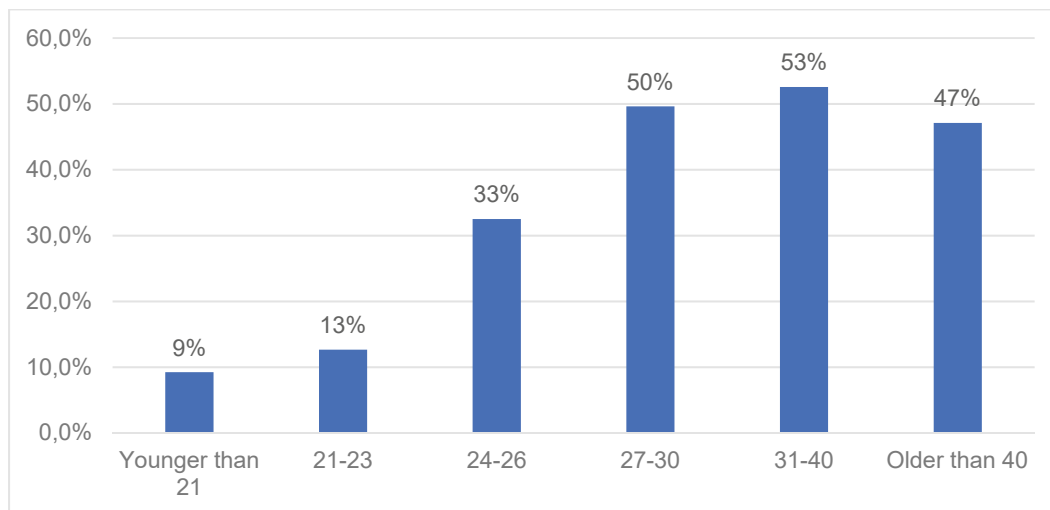


Figure 5.2 Percentage of students with a paid job in different age groups (N=4 805)

Those respondents who are employed, spend on average 15 hours per week on paid work. This is one hour more weekly than the Norwegian students in *Studiebarometeret*, who report to work 14 hours per week. Interestingly, there is not much difference between the different sub-sets of employed respondents in terms of how many hours they work. The 263 exchange students who have a paid job work as much as the 1 321 employed degree students in the survey population.

Yet, there are age differences with respect to the amount of time spent on paid work; the international students spend increasingly more time on part time work the older they get. Students older than 40 years old work ten hours more per week than students younger than 21 years old. The previous section witnessed a similar pattern regarding time investments in learning activities; the higher age, the more time spent on the studies. This does not mean that it is the same students that spend much time on their studies and on paid work; we find no statistical relationship between time spent on academic activities and time spent on part-time work.³¹ Thus, we do not have evidence to conclude that hours spent on paid work compromise the time that would otherwise have been spent on studies.

5.3 Academic workload

Results from the survey displayed in figure 5.3 indicate that the international students not only invest much time in their studies, but that they also work hard, and that the workload is within the capacity for most of them.

Most of the students (60 percent) report that they need to work hard to achieve the grades they aim at. Only 15 percent disagree or strongly disagree with this statement. 72 percent of the degree students agree that they work hard, against 47 percent of the exchange students. As one may expect, more of the master students than students at the lowest academic level feel the need to work hard to achieve the grades they are aiming at (20

³¹ Pearson's $r = .067$, $p < 0.01$, two-tailed test.

percentage points difference). African and Asian students seem to work harder for their grades than the average respondent, whilst the European students work the least.

Overall, those aged 21-23 are less prone to agree with this statement than the older students. In fact, the inclination to agree that they must work hard to achieve the grades they aim at increases for every age category until 40 years. For the older students, more seems to be at stake. Importantly however, the distribution of responses along this item does not say anything about what grades the students aim at, i.e. how ambitious they are.

77 percent of the international students report to have high ambitions regarding their grades, aspiring towards marks above average or well above average. The degree students are more ambitious than the exchange students; 81 percent of the former group aim at grades above average, against 72 percent in the latter group. The African respondents, who are mainly degree students, are the most ambitious with 85 percent of the African sub-set aspiring for academic results above average. In contrast, 74 percent of the European students have corresponding ambitions. There is however no statistical correlation between grade ambitions and assessment of academic workload and formal requirements³².

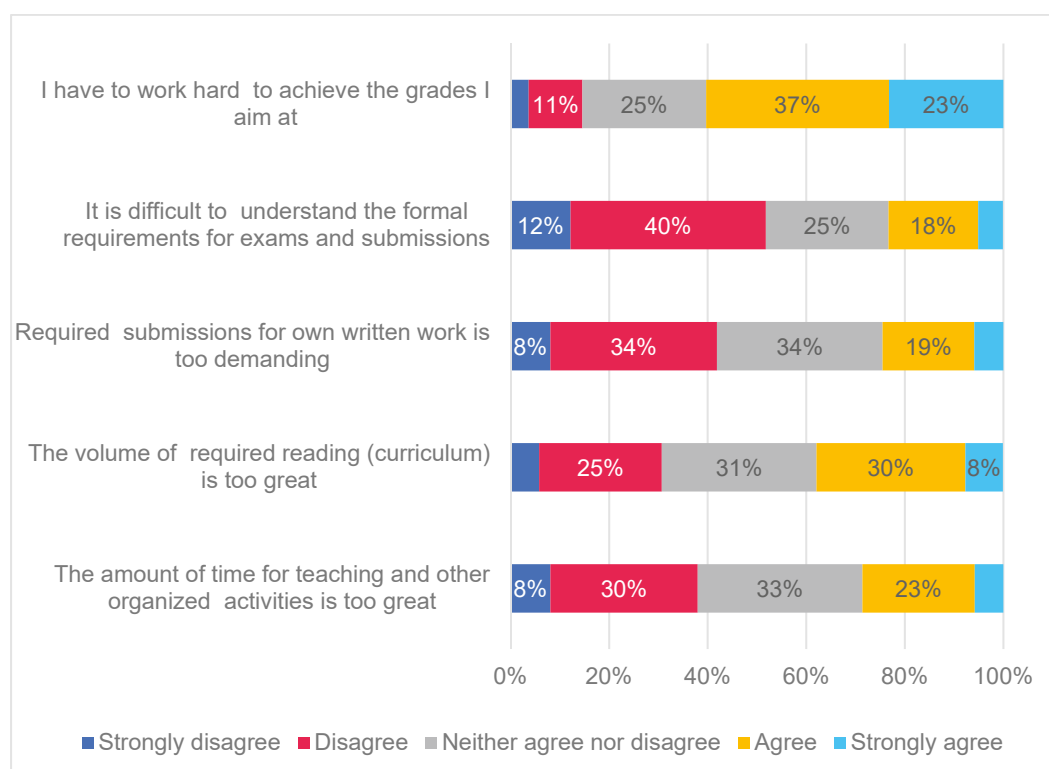


Figure 5.3 Assessment of academic workload and formal requirements (N=4 659-4 671)

29 percent of the survey population consider the amount of time for teaching and other organised activities as being too great. The biggest differences in assessments here are between students from Africa (55 percent agree/strongly agree) on the one hand, and North America (10 percent agree/strongly agree) and Oceania (nine percent agree/strongly agree) on the other.

³² Spearman's rho varies between -.019 and -.063, $p < 0.01$, two-tailed tests.

A total of 38 percent agree that the volume of required reading is too great. Once again, the student's assessments differ according to age and continent. 60 percent of the African students agree to this, compared to 20 percent of the students from Oceania and 21 percent from North America. There is also a higher percentage of students over thirty years of age that support the statement.

Furthermore, one in four students agree or strongly agree that the required submissions for written work is too demanding. Students of natural sciences and technology have the highest average score on this question and students of pedagogy and teaching have the lowest. Moreover, the older the respondents are, the more they tend to agree with the statement. To write assignments in English is expectedly more demanding for the non-native English-speakers than for students from countries such as USA, Canada, Australia, or the UK. While 39 percent of the students from Asia and Africa agree that required submissions are too demanding, only 6 percent of the students from North America and 11 percent of the students from Oceania consent to this.

The responses furthermore indicate that most of the surveyed students find it relatively straightforward to understand the formal requirements for exams and submissions. However, 23 percent indicate that they find it difficult. Students aged over 40 find this harder than the younger students and that students from Africa have least problems, while students from North America seems to struggle the most with these challenges. This may indicate that the institutions need to inform these sub-groups of international students better on these requirements.

Further analysis show that the different statements in figure 5.3 are quite strongly correlated,³³ implying that respondents who consent to one statement also are inclined to consent to another. This may explain why the same sub-sets of respondents have consistently high or low scores across the different items in the figure.

5.4 Social challenges

Being away from home in another country may cause social challenges such as loneliness, homesickness, and for some, even racism or other kinds of discrimination. Half the students in this survey report feeling homesick from time to time, and 61 percent indicate that they sometimes feel lonely. Nine percent report that they have experienced some kind of harassment during their studies in Norway. The results are displayed in figure 5.4.

³³ Teaching and curriculum: Spearman's rho = .489, curriculum and submissions: rho = .454 between, submissions and teaching: rho = .429, all tests are two-tailed and significant at the 1 percent level.

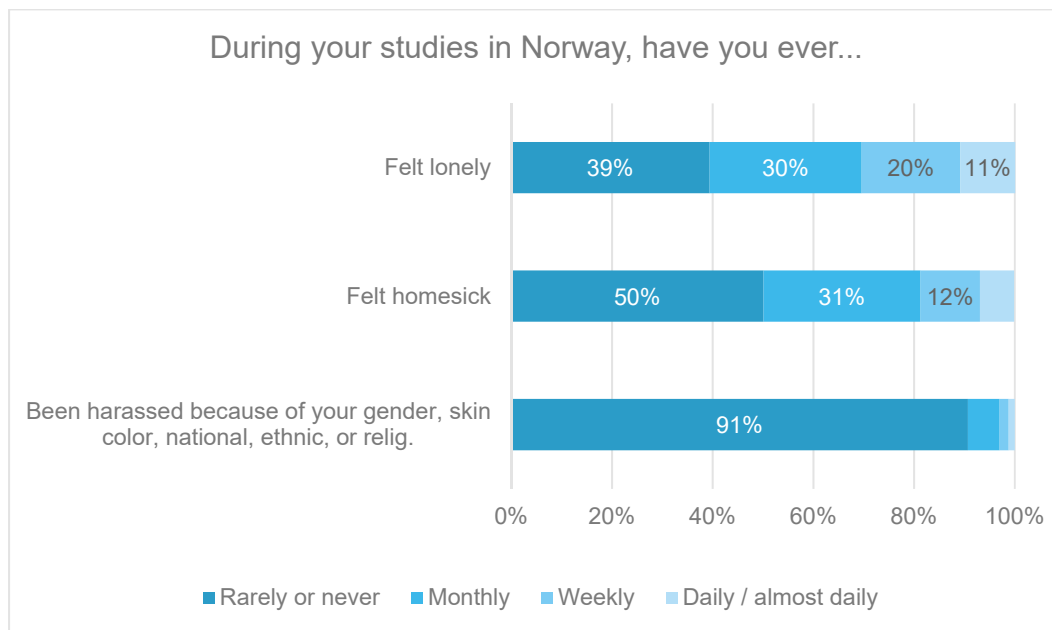


Figure 5.4. Distribution of social challenges

The survey indicates that degree students struggle more with loneliness than exchange students. 15 percent of the degree students report to be lonely daily or almost daily while only six percent of the exchange students report the same. The exact same numbers are replicated among bachelor and master students. While only six percent of the bachelor students felt lonely daily/almost daily, 15 percent of the master students report this.

Figure 5.5 shows that the region origin is an important factor. Only five percent of the students from Oceania and six percent of the European students report to struggle daily/almost daily with loneliness, while 21 percent of the African students and 16 percent of the Asian students report this. North American students is the group with the highest percentage of students reporting to feel lonely monthly or more frequent, 75 percent.

The same tendencies manifest in the question about homesickness (figure 5.6). Ten percent of the degree students report feeling homesick daily or almost daily, while only four percent of the exchange student do. Four percent of the bachelor students and nine percent of the master students report to feel homesick daily or almost daily. African students report having most problems with homesickness, 21 percent daily/almost daily. Only three percent of the European students report to feel homesick daily/almost daily. Most of the European students (58 percent) rarely or never feel homesick, compared to only 38 percent of the African students.

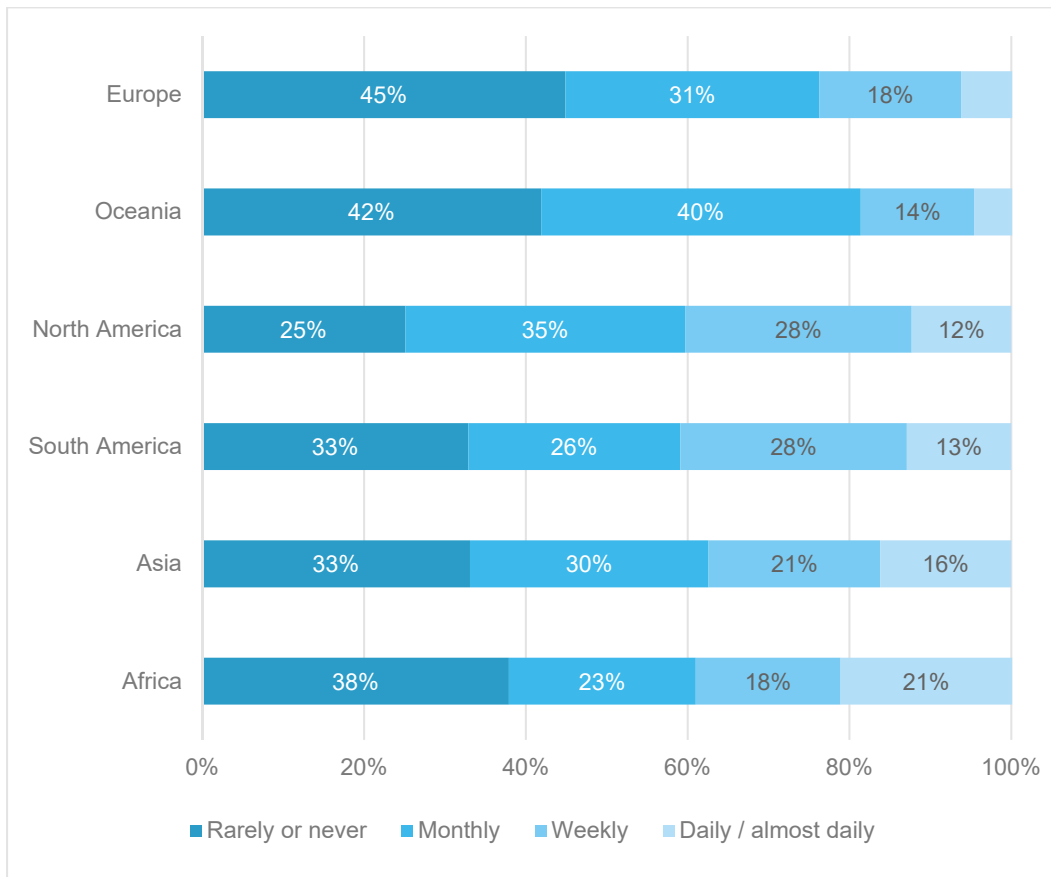


Figure 5.5. Loneliness per home continent (N=4 558)

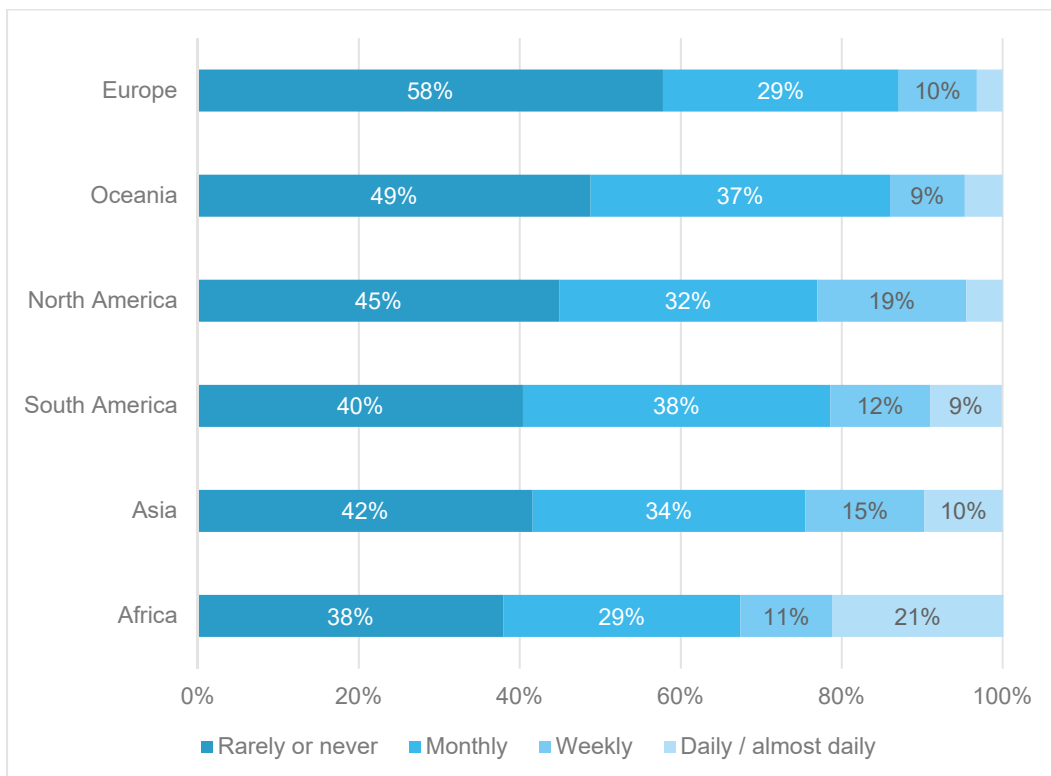


Figure 5.6 Homesickness per home continent (N=4 555)

The total number of students reporting harassment is low. 91 percent of the students have rarely or never been subject to harassment because of gender, skin colour, national, ethnic or religious background. However, nine percent of the international students have experienced harassment while studying in Norway.

Degree students report more harassment than exchange students; three versus nine percent have experienced harassment monthly. The academic level is also an important factor. While seven percent of the students at bachelor level are being harassed, twelve percent of the master students report to be harassed monthly or more frequently.

European students are the ones who report the lowest exposure to harassment, five percent monthly or more frequent. Conversely, 16 percent of the Asian and 14 percent of the African students report to be harassed monthly or more frequently.

5.5 Summary

Most international students are ambitious and work hard to achieve good grades. However, the majority of respondents indicate that the workload at Norwegian universities and colleges is acceptable. This is particularly the case for requirements regarding submitting written work. Three of four respondents assess these requirements to be within their capacity or indicate that they have capacity to do more. The amount of time for teaching and other organised activities is assessed to be within reach for 71 percent of the survey population. In comparison, the volume of required reading is found most challenging. The results seem to express some typical features of Norwegian education; a relatively large curriculum in combination with few written submissions, teaching, supervision and other organised learning activities, as compared to many other countries.

Overall, the survey results indicate that international students may have the capacity to submit more assignments and participate in more teaching activities. This particularly concerns the students from North America and Oceania. Many of these students come from strong academic regions and educational environments we like to compare Norwegian education to. However, the survey also shows that certain sub-sets of the population already struggle to meet academic demands. Students from Africa assess their effort to be the hardest, but also belong to the most academically ambitious group.

In addition to meeting a different level of academic workload and new formal requirements, many international students experience social challenges related to loneliness and homesickness while in Norway. European students, who are closest to home both geographically and culturally, experience the least social challenges. With notable exceptions, some of the social groups striving to meet academic demands also report the most social challenges. The next chapter will look closer at the relational challenges of international students, both in their academic and social life.

6 Academic and social inclusion of international students

Most international students arrive in Norway not only with the expectation of earning a high-quality academic credential within a specific discipline, but also to have meaningful interactions with Norwegian students and staff and getting to know Norwegian society. However, previous surveys have shown low levels of interaction between international students and their Norwegian peers. This chapter examines the current status of academic and social exchanges between international and domestic students in Norway and seeks to display some qualities associated with high and low levels of intercultural exchange.

For the Norwegian government, «it is an aim that students in higher education are part of a learning environment that also includes foreign students».³⁴ To achieve interaction between Norwegian and international students is therefore not only essential for the academic and social inclusion of the international students. It is considered particularly important for those domestic students who, for a number of reasons, are unable to study abroad. For the latter group, encounters with students from other parts of the world can provide valuable encounters and help them experience “internationalisation at home”.³⁵

6.1 Exchanges between international students and Norwegians on campus

6.1.1 Share of Norwegian students in class

In order to facilitate academic exchanges between international and Norwegian students, the two groups need regular meeting places. For the purpose of creating a mixed international learning environment, they must as a minimum follow the same courses. Yet, the survey results show extensive variation in the share of Norwegians attending courses and classes with international students.

The average respondent estimates a 47 percent share of Norwegian students in their current courses and classes. However, the estimates vary considerably among the respondents.³⁶ Eight percent report to have strictly international students in class and another 29 percent attend classes where less than a third are Norwegians. By contrast, 12 percent of the students attend classes in which most students, 90 percent or more, are Norwegian. A total of 32 percent of the respondents attend courses and classes where more than two-thirds of the students are Norwegian.

³⁴ Meld.St. 16 (2016-2017), p. 65

³⁵ Internationalisation at home has been defined as “...the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”, cf. Beelen & Jones. “Redefining Internationalization at Home”, in Curaj et al. (2015) *The European Higher Education Area. Between Critical Reflections and Future Policies*, (pp.59-72). Springer.

³⁶ Standard deviation = 31.

This finding points to widespread differences in the organization of courses and study programmes; some classes are specifically targeting international students and are either not open to Norwegian students or do not cater to them,³⁷ while other classes are taught in Norwegian and primarily target students who can understand the native language, such as Norwegians, Swedes, Danes, and Icelanders. The Swedish, Danish and Icelandic respondents all report a share of Norwegians in class well above average, respectively 67 percent, 60 percent, and 63 percent.³⁸

The old universities and the specialized universities are reported to have a somewhat higher average of Norwegian students present (48 and 49 percent) than the university colleges (41 percent). Differences between the various fields of study however seem to explain more of the variation in course composition than institution type. While students of natural sciences and technology report a mean share of 51 percent Norwegian students in class, students of pedagogy and teaching report an average share of 22 percent. Health and care also score slightly lower than average, with 41 percent Norwegian students in the typical class.

Whereas 26 percent of the pedagogy students attend classes with strictly international students, 4 percent of the economy students, 7 percent of the law and social science students and yet another 7 percent of the science and technology students report total absence of Norwegian students in class. Populous educations such as teacher training ("pedagogy and teaching") and nursing ("health and care") now primarily takes place at the two latter institution types and are, judged by the scores for various fields of study, likely to subtract the institutional average.

6.1.2 Academic exchanges between international students and Norwegians

International classrooms can bring about improved learning outcomes and intercultural skills for both international and domestic students. Additionally, they foster international networks between students and hence build social capital, which can be beneficial for the students' future lives and careers. However, these benefits require more to materialize than mixed classes. We will now look at how often the international and domestic students and staff interact in and outside the classroom.

Figure 6.1 shows the self-reported frequency of interaction international students have with Norwegian students and academic staff. The majority (63 percent) report to interact with Norwegian students in the classroom weekly or more often. However, one in four international students rarely or never have any contact with their Norwegian peers in the formal learning arenas. An even larger share of the international students (73 percent) interact regularly with academic staff in the classroom. 12 percent rarely or never interact with their teachers during the formal hours of instruction.

³⁷ In 2017, *Studiebarometeret* found that Norwegian students prefer Norwegian over English both as the language of instruction as well as for the syllabus.

³⁸ For the Swedish respondents n=90, Danish respondents n=68, and Icelandic respondents n=23.

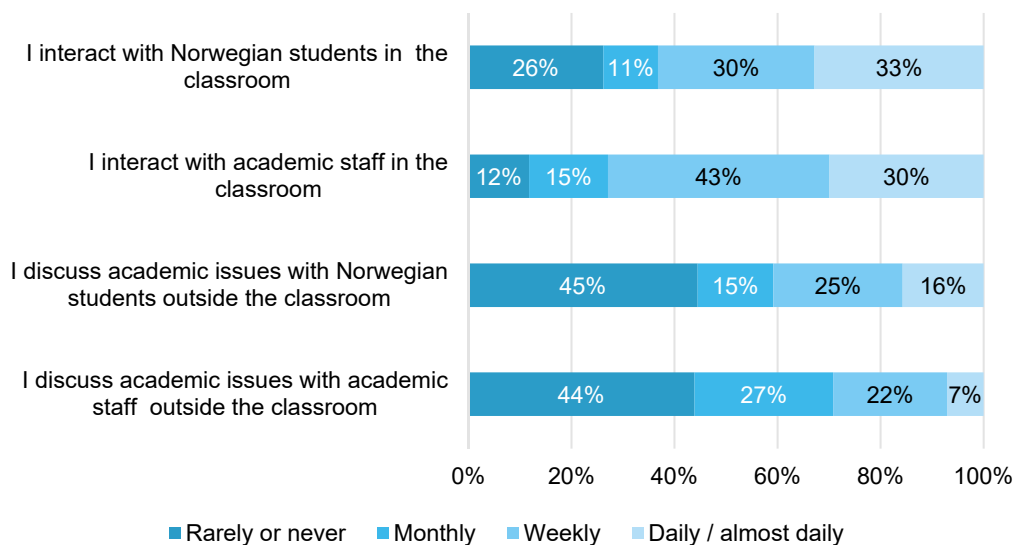


Figure 6.1 Academic interaction with Norwegian students and staff (N=2 473-2 476)

The international students' frequency of interaction with Norwegian students and academic staff drops severely when moving from the formal arenas of instruction to the informal learning arenas. Half as many international students report to have daily academic interaction with Norwegian students outside the classroom as in the classroom. 45 percent rarely or never participate in colloquia, group work, academic discussions, and other self-initiated forms of academic exchange with Norwegian students. Moreover, 44 percent rarely or never confer with lecturers, tutors, or seminar leaders in the informal arenas of instruction to elaborate or clarify issues addressed in the classroom.

We do not have comparative data about the Norwegian students to assess whether the international students' levels of contact with other students and staff are particularly high or unusual. However, the distinct drop in exchanges from the formal to the informal learning arenas does indicate that voluntary and self-governing academic activities may be insufficient to promote or maintain an adequate level of interaction between international and Norwegian students in order to realize the potential benefits of such interaction.

The previous section portrayed great variation with respect to the portion of Norwegian students attending classes with their international peers. To what extent does the frequency of contact with Norwegian students covary with the share of Norwegian students in class? Figure 6.2 shows the mean share of Norwegian students in class for all respondents, contingent upon their frequency of contact with Norwegian students in and outside the classroom. The columns express the percentage of Norwegian students in class. This share declines proportionately as the frequency of contact with Norwegian students decreases. The fewer Norwegians attending the respondents' courses and classes, the less academic contact with Norwegian students the international students seem to have.³⁹

³⁹ This co-variance is confirmed by bivariate correlation tests: The frequency of interaction with Norwegian students in classroom is moderately correlated with the share of Norwegian students in class ($\rho = -.301$, $p < 0.01$, two-tailed test). The negative correlation indicates that when the share of Norwegian students increases, so do the international students' interactions with them. The share of Norwegian students in class is also negatively correlated with the frequency of academic discussions *outside* the classroom, although this correlation is relatively weak ($r_s = -.201$, $p < 0.01$, two-tailed test).

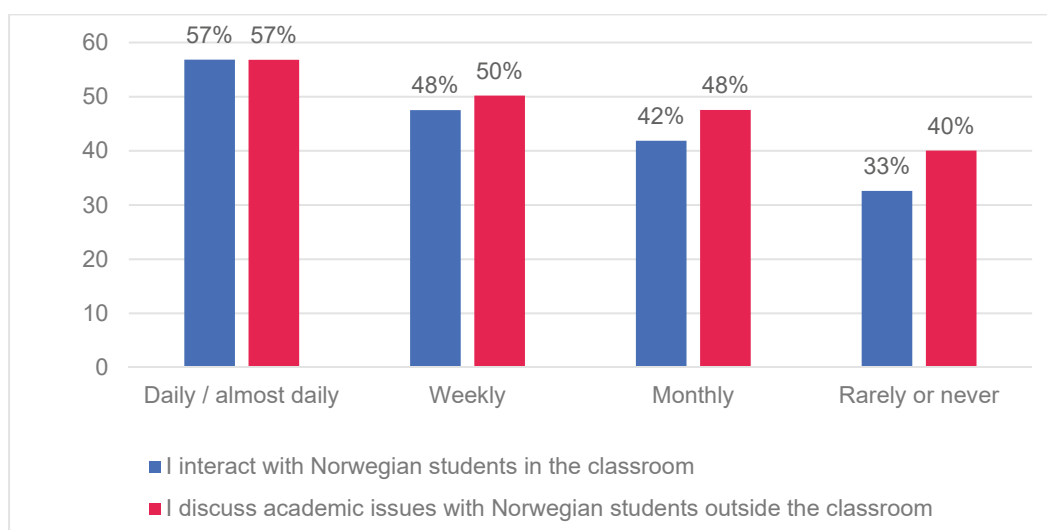


Figure 6.2 Average percent Norwegian students in class for each frequency category of interaction with Norwegian students in and outside the classroom (N=2 058, 2 056)

We will now look at whether specific subsets of the survey have less contact with Norwegian students and staff than others. Insofar as intercultural learning is the intentional outcome of this contact, it matters which international student clusters the domestic students and scholars interact with. Is it those most similar or dissimilar to themselves culturally and geographically? Should institutions aim to establish customized measures targeting special groups of international students?

International students who pursue a full degree in Norway tend to interact more frequently with Norwegian students and staff than students on exchange, cf. figure 6.3. As mentioned in chapter 4, degree students are integrated to a study programme and have more opportunities to get to know their fellow students and lecturers and become accustomed to the education system. In short, they are more likely to feel confident of the context they find themselves in and this may influence their probability to take the floor in a lecture theatre, as well as approaching local students and scholars beyond the organised academic settings.

The survey furthermore indicates that master students engage in academic discussions with Norwegian students and staff slightly more often than bachelor students. While 67 percent of the master students interact with Norwegian students weekly or daily, 58 percent of the bachelor students do the same. The fact that post-graduate students are usually more familiar with the academic debate, tradition, and discipline-specific vocabulary may motivate these students to have more frequent exchanges with the local students and staff than their peers at the lower academic levels.

The communication with Norwegian students is most frequent within the arts and humanities, and most rare in pedagogy and teaching. 69 percent of the arts and humanities students interact with their Norwegian peers in the classroom weekly or daily, as opposed to 40 percent of the international students in pedagogy and teaching. Furthermore, 38 percent of the arts and humanities students interact regularly (weekly or daily) with their Norwegian peers outside the classroom, as opposed to 27 percent of the international students in pedagogy and teaching.

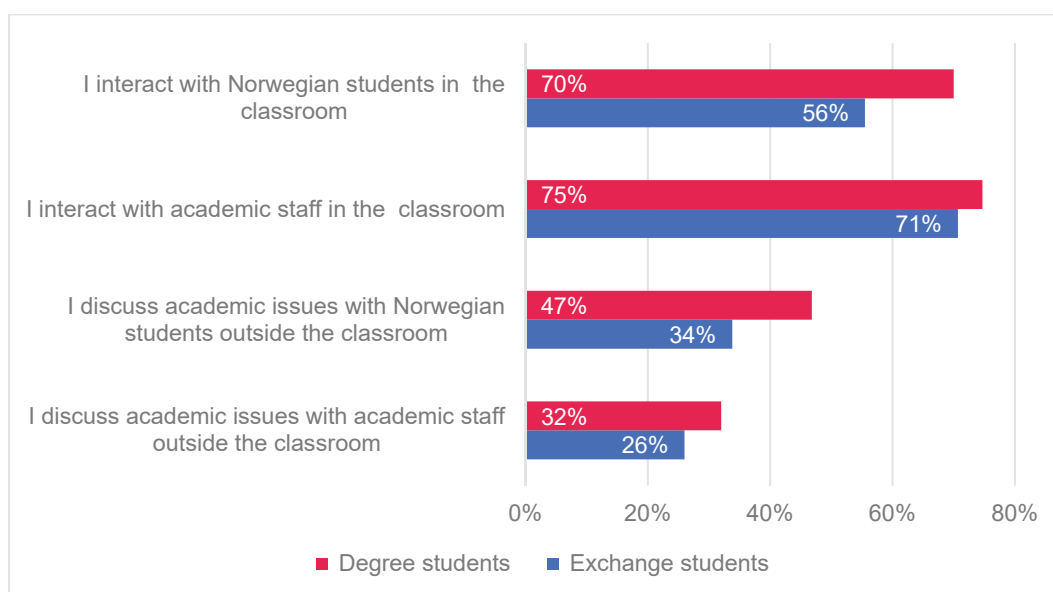


Figure 6.3 Weekly or more frequent contact with Norwegian students and academic staff (N=2 076, 2 074)

The level of contact with *academic staff*, on the other hand, is highest in the natural sciences and technology. 36 percent of the international science students interact weekly or daily with academic staff outside the classroom, whereas the similar figure for the pedagogy and teacher students is 21 percent. The only field of study with a lower frequency of contact with academic staff is social science and law, in which 20 percent of the students have regular contact with staff outside the classroom.

The North American and Oceanian students stand out as having the most frequent academic exchanges with Norwegian students. 71 percent of the North Americans and 77 percent of the Oceanians interact with Norwegian students on a weekly or daily basis. These are primarily native English-speaking students who may encounter lower barriers against speaking up in a lecture or seminar room, or to engage in academic discussions in and outside the formal learning arenas. Asian students interact least frequently with Norwegian students and staff in the classroom, as well as with Norwegian students outside the classroom.

African students also have few academic exchanges with Norwegian students *outside* the classroom but not *inside* the classroom. In fact, the Africans respondents are those that most frequently engage in discussions with academic staff, both in and outside the classroom. For instance, 47 percent of the African students report to interact daily with academic staff in the classroom, as opposed to 27 percent of the Asian students.

6.1.3 Cooperation on written assignments

The exchanges we have looked at thus far concern discussions between international and Norwegian students in and outside the classroom. We will now address to what extent the international students also write assignments with Norwegian students.

The survey results indicate that international students mostly work on assignments with other international students. Four in five respondents have written assignments with other international students during their current studies in Norway, while two in five students have

done assignments with co-nationals. Three in five survey participants have conducted written work with Norwegian students sometime during their current studies.

25 percent of the international students have in fact written assignments with the entire spectre of groups in figure 6.4. Another 13 percent have written assignments with both students from their home country and other international students, but not with Norwegian students. Only four percent of the international students have written assignments solely with Norwegian students, and 11 percent of the students in the survey have not written assignments with anyone.

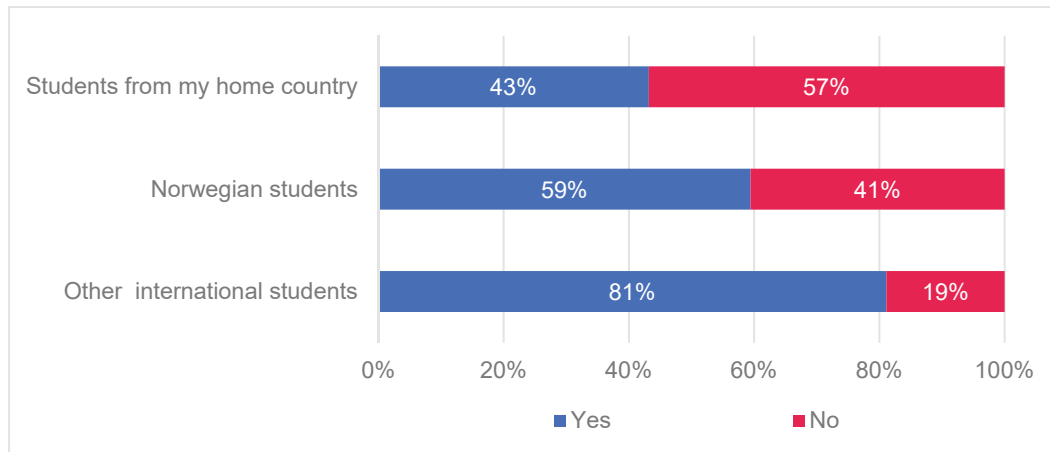


Figure 6.4 Written academic work with different student groups (N=2 393-2 420)

59 percent of the respondents have worked on assignments with Norwegian peers. This is quite a high number. However, an even higher number of students have collaborated with other international students on written work. Provided that international students constitute a modest five percent of the total student population in Norway, this is surprising. As with the other forms of academic interaction examined so far, the writing of assignments with Norwegian students also correlates with the share of Norwegian students in class. Those students who have written assignments with Norwegians have 54 percent Norwegians in class on average, whilst those who have not, are in classes with 36 percent Norwegians on average.

A key question is; are there specific sub-groups of international students where the experience of writing assignments with Norwegian students is particularly low? If so, do those students collaborate with other international students on written work, or do they primarily work with their co-nationals? The answer matters for the international students' opportunities to gain intercultural competence.

Overall, the exchange students have collaborated with fewer groups on assigned written work than degree students. While 70 percent of the degree students have written assignments with Norwegian students, 47 percent of the exchange student have done so. Similarly, 67 percent of the master students have written assignments with Norwegian co-students, as opposed to 51 percent of the bachelor students. Instead, a larger share of the bachelor students (47 percent) have written student projects with co-nationals than the master students (39 percent). In chapter 2, we learned that there is a high degree of covariance between the groups that are now reported to write assignments with Norwegian students most frequently.

66 percent of students in science and technology and 65 percent of students in economy and business students have written assignments with Norwegians. This contrasts with pedagogy and teaching, in which 44 percent of the students have written assignments with Norwegians. In general, science/technology and economics/business are the fields in which the greatest portion of students have written assignments with different groups. This may indicate more extensive use of co-written assignments in these fields than others. However, this pattern is not as clear across all fields of study. Disciplines in which international students seldom co-write assignments with Norwegians, do not necessarily show low levels of such collaboration with *other* groups. Some fields of study thus seem to have the potential for facilitating more collaboration between Norwegian and international students.

6.2 An international study environment?

Norwegian students can be difficult to get to know, according to this survey. As portrayed in figure 6.5, nearly half the population (47 percent) disagree with the statement "It is easy to make friends with Norwegian students". In contrast, a total of 82 percent agree that it is easy to get to know other international students. South American and African students are those who find it hardest to get to know Norwegian students. Yet, these two groups find it easier than respondents from other continents to make friends with *other international* students. Students from Oceania, on the other hand, find it the easiest to make friends with Norwegian students.

Successful exchanges between international students and domestic students and staff depends on a certain degree of cultural responsivity among the actors involved, i.e. the ability to learn from and relate to people of other cultures. Being culturally responsive requires openness and curiosity to the viewpoints, thoughts, and experiences of others. It is not about changing others to be more like oneself, but rather about exploring and honouring the differences.

Respectively 45 and 43 percent of the respondents find that Norwegian students and staff show interest in their country and culture. Interestingly, there is a strong positive correlation between the level of interest respondents believe Norwegian students show in their country and culture, and their assessment of how easy it is to make friends with Norwegian students.⁴⁰

Students from Oceania constitute the group that mostly consent to the statements that Norwegian students and academic staff show interest in their country and culture. Conversely, African and South American respondents find Norwegian students to show the least interest in their geographic and cultural background.

Furthermore, economy and business students stand out in their assessments. They find it harder than their peers from other disciplines to make friends with Norwegian students, and they also feel that Norwegian students and staff show less interest in their country and culture. Yet, they find it easier to make friends with other international students than the typical survey participant.

⁴⁰ Pearson's $r = .552$, Spearman's $\rho = .544$, both significant at the 0.01 level (two-tailed).

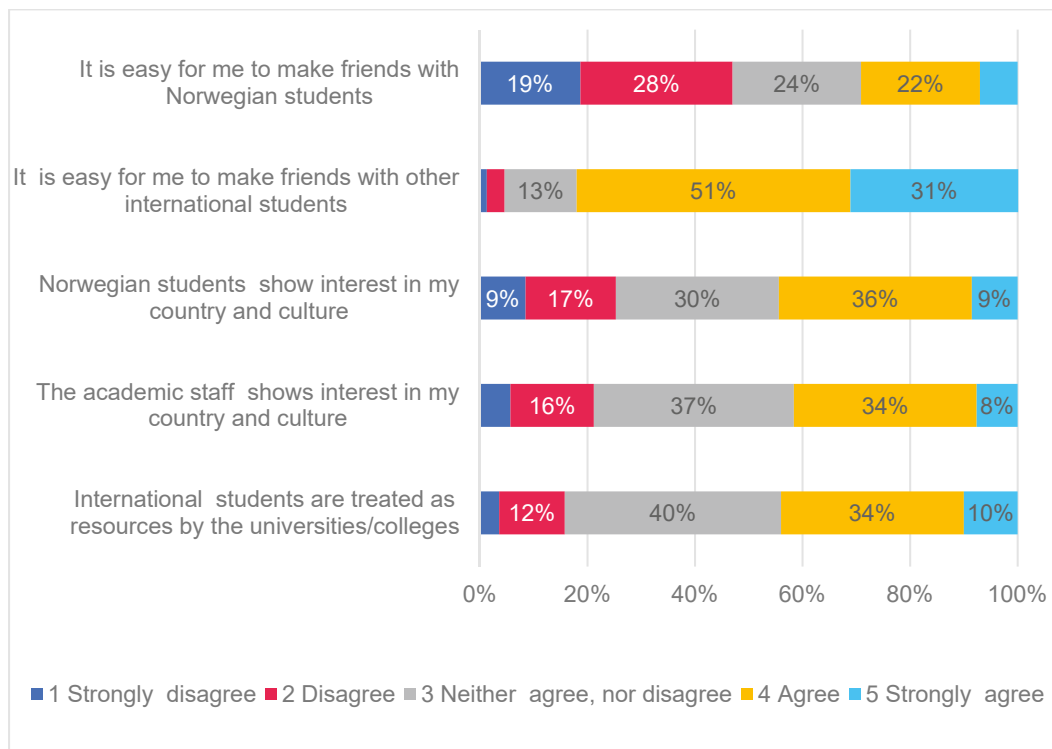


Figure 6.5 Overall impressions about the social dimension of studying in Norway (N=2 457-2 432)

The Norwegian policy is clear that international students are potential learning resources that may benefit both the institutions and society. International students may bring new and sometimes challenging perspectives into an academic discussion, both in and outside the classroom. Using cultural diversity as a learning resource however requires more than mere interest and openness by domestic students and staff towards the international students. It includes finding institutional strategies and instruction practices aiming to elicit the experiences and knowledge of students from diverse backgrounds. How do the international students assess their Norwegian institutions' efforts and achievements in this area?

The respondents were asked to agree or disagree with a statement that international students are treated as resources by the universities/colleges. The assessments are essentially in line with the prior assessment of the openness of students and staff, with 44 percent agreeing that international students are treated as resources by their institutions. Conversely, only 16 percent explicitly oppose the statement. This is a lower level of disapproval than for the 'show interest' statements. A relatively large share of the respondents however, 40 percent, neither agree nor disagree. When a larger share of respondents has chosen the midscale category for this particular item, it may indicate that it is unclear to the respondents what it means to be treated as a resource by a university or college.⁴¹

⁴¹ Research show that survey participants interpret the midpoint of opinion scales in widely different manners, from no opinion, unsure, or neutral, to equal, both or neither. The mid-point may even be chosen to indicate rejection of underlying assumptions or uncertainty about the meaning of the question. (Nadler, Weston, and Voyles, 2015, "Stuck in the middle: The use and interpretation of mid-points in items on questionnaires", *The Journal of General Psychology*, 142 [2], pp. 71-89).

6.2.1 Establishing a social network: Introduction week

Buddy systems and introduction/welcome weeks are possibly the most frequently adopted measures to assist new students adapting to their new environments. They constitute potentially important social arenas where new incoming students can get to know each other and attain useful information about life as a student in Norway, at the university/college, or in a specific faculty or department. Most HEIs in Norway organise an introduction week for new students, both domestic and international, yet not necessarily jointly for the two groups.

Four out of five international students report to have attended an introductory week at their Norwegian university or college. Among those who attended, an overwhelming majority of 91 percent report to have become acquainted with other international students during the event. Just over half of the students were introduced to one or more Norwegian student and yet another half of the population got to know a student from their own home country. 34 percent made acquaintances with students from all the mentioned groups; both Norwegian students, students from their home country and other international students during introduction week. Three percent of those who participated in the welcome week at their institution did not make any new acquaintances at all.

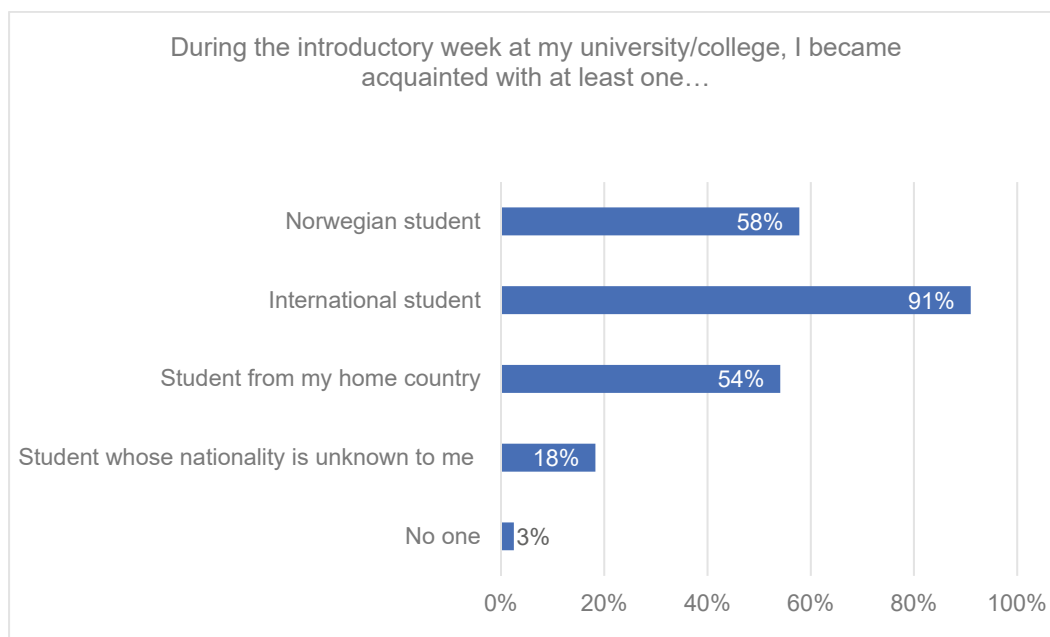


Figure 6.6 Acquaintances during introduction week (N=2 075)

The numbers indicate that introduction week is an arena in which international students first and foremost get to know other international students. The event may thus work as an important area for establishing social networks between people who find themselves in a similar situation. Being new to the country brings up a range of questions and challenges besides those of being new to the institution, the city, or higher education. Many Norwegian HEIs thus knowingly organise separate welcome weeks for international and Norwegian students.

Still, many respondents also report to have become acquainted with Norwegian students. Notably, the survey item does not account for *the number* of students the respondents have made acquaintance with from each group. For those who report to have become acquainted with Norwegians, this could in principle be a single Norwegian student buddy.

A key question we will return to later in this chapter is: Do patterns of interaction established during introduction week fortify themselves in the social lives of international students later?

6.2.2 Norwegian language course participation

Many Norwegian HEIs offer their international students a variety of courses in the Norwegian language. By learning the language, international students are better equipped for mastering both student life and everyday life in Norway. Learning the language makes it easier to understand the local culture as well as information given in Norwegian. It also increases the number of available educational provisions, as many study programmes and courses are taught only in Norwegian. International students may also learn the language to increase their appeal to the domestic labour market.

Norwegian is a small language, with approximately five million speakers. Yet, 53 percent of the survey participants have attended Norwegian language training during their studies in Norway. 15 percent more of the degree students have attended a language training course than the exchange students. Similarly, European (mostly exchange) students score comparatively low on language course attendance (46 percent), while 65 percent of the (degree-seeking) Asian students and 60 percent of the South American students have undertaken local language training. Degree students may have a longer perspective than exchange students, who are usually in the country for a semester or two and have less incentives to learn the language.

The Norwegian language courses are furthermore popular among the master students, of whom 61 percent have attended, while 43 percent of the bachelor students have done so. 42 percent of the university college students have attended such a course, against 56 percent of the students at the new universities.

There is no statistical variation between Norwegian language training and frequency of contact with Norwegian students and staff. There is however co-variation between language course attendance and the wish to stay in Norway after completed studies. 61 percent of those who consider staying on in Norway after their current studies have undertaken Norwegian language training. Even more of those who have attended such courses, 67 percent, consider staying on in Norway. This indicates that language courses are more adequate instruments for the retention of international students than for including them in the Norwegian academic community.

Most of those who did *not* attend a Norwegian language course justify the abstention with personal needs and wants (62 percent): 29 percent point to time constraints, 23 percent do not feel the need for language training, and ten percent simply do not want to participate. The remaining 38 percent point to institutional deficiencies and restraints; 14 percent say language courses are full, 12 percent claim there are no language courses offered at their institution, seven percent have not had any information about such courses, and five percent are ineligible for language courses.

61 percent of the exchange students give personal reasons for not attending a language course, in contrast to 46 percent of the degree students. This makes sense, given that these groups stay in Norway for very different lengths of time. Those respondents who do not want to attend a Norwegian language course are those with the shortest residency in Norway, while those who do not feel the need such courses are those with the longest stay.

There are also notable differences between the various types of institutions. 66 percent of the students at the university colleges and universities of applied sciences give reasons

related to factors the institutions control, most notably course deficiency. The corresponding average among the remaining institution types is 35 percent. This indicates that a specific group of institutions still have more work to do if they want to offer language courses to their international students.

6.3 Leisure time

The previous chapter uncovered that nearly half the survey participants find it hard to make friends with Norwegian students. The difficulties of getting in touch with the host culture also manifests itself in the student's leisure time, cf. figure 6.7. 45 percent of the international students indicate difficulties with getting to know Norwegians *outside* the university/college. This corresponds to previous findings by Diku. In 2014, 54 percent of the surveyed international students described "getting to know Norwegians" as "difficult".⁴² The question did not separate students from the general public, and this may explain why the number is lower in the current survey. Nonetheless, the scores from then and now are within the same scope.

There is a strong desire among most of the international students to get exposed to more of the Norwegian culture. 77 percent of the respondents wish for more opportunities to experience Norwegian culture and family life. A clear majority of students (67 percent), however agree that Norway is a tolerant and welcoming society. Only ten percent oppose this statement.

Particularly the African students find Norway to be a welcoming and tolerant society, whilst North and South American students most often disagree with this statement. The latter

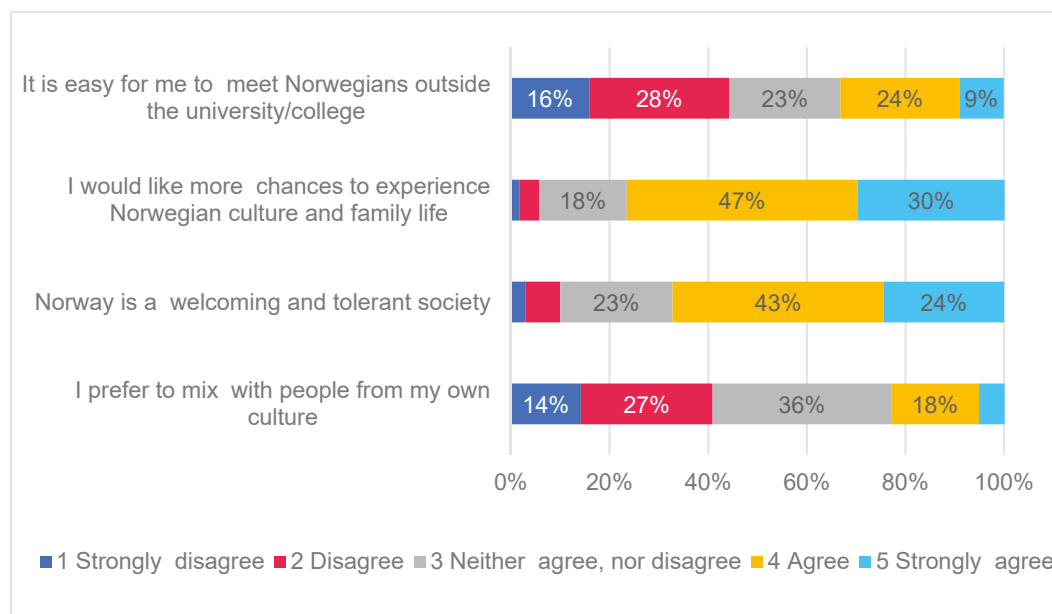


Figure 6.7 Social interaction interest assessments (N=2 450-2 455)

⁴² SIU, 2014, "Norway is the best place in the world." Foreign Students' Perception of Norway as a Study Destination 2014, SIU rapport 7/2014, <https://old.siu.no/publikasjoner/Alle-publikasjoner/Norway-is-the-best-place-in-the-world-Foreign-student-s-perception-of-Norway-as-a-study-destination-2014>

groups also find it harder than their peers to get to know Norwegians outside the university/college. This is especially worrying among South Americans, who find it harder than most respondents to make friends with Norwegian peers.

Exchanges between international students and Norwegians not only hangs on the locals but depends as much on positive attitudes among the international students. The respondents were asked to assess their own openness towards other cultures, by agreeing or disagreeing to the statement “I prefer to mix with people from my own culture”. The ensuing picture is somewhat complex. A plurality of the respondents, 41 percent, disagree with the statement, indicating that they welcome interaction with cultures other than their own. However, quite a substantial number, 23 percent, admit to the statement.

Particularly Asian students prefer mixing with people from their own culture (35 percent). Yet, 86 percent of the Asian students would like more chances to get to experience Norwegian culture and family life. Also, students from Oceania (91 percent), Africa (84 percent) and South America (83 percent) students frequently consent to the latter statement.

All the respondents, both exchange students and degree students socialize the least with Norwegians and mostly with internationals from other countries than their own. Figure 6.8 shows that while 53 percent of the respondents interact with students from other countries daily or almost daily, 27 percent have similar contact with Norwegian students. Almost half the respondents (45 percent) never or only occasionally have contact with Norwegians (monthly, rarely or never).

The frequency of contact across all these groups is only weakly correlated with how often the respondents have felt lonely. The somewhat surprisingly weak association may partly be attributed to the fact that frequency of contact with different groups is a rather crude measure. It cannot give a full account of the social network of the respondents, neither measured in hours, number of social contacts, nor the quality of that contact.

Students from North America, South America, and Oceania all socialize more often with

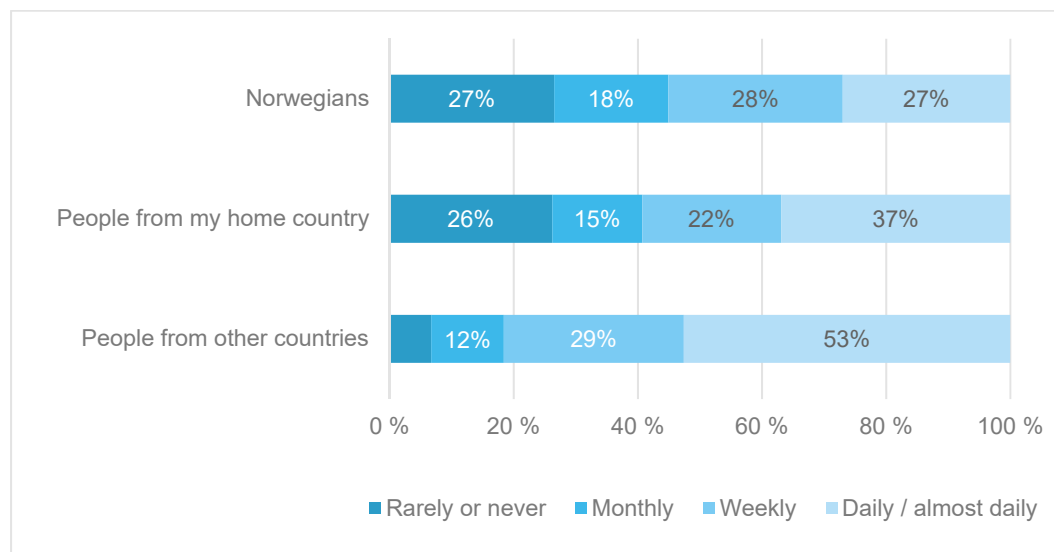


Figure 6.8 Frequency of contact with different groups in the respondents' leisure time (N=2 444-2 454)

Norwegians than with their co-nationals, while the opposite is the case for African and Asian respondents. The latter two regional groups least frequently hang out with Norwegians in their leisure time. European students have almost the same level of social contact with Norwegians as with their compatriots.

Exchange students seem to be more social in the sense that they report to have more frequent contact with members of all the three groups in figure 6.8 than the degree students. Bachelor students are consistently more social with all the three groups than master students are. While bachelor students socialize least with the locals, the Master students are socially connected to the locals as much as their own countrymen. Both groups socialize the most with people from other countries than their own.

Students at the university colleges have the most frequent social contact with each of the groups. Survey participants from the (new) universities accredited since the millennium have the least contact with Norwegians. Students at the four older universities have least contact with their compatriots. In fact, they have as infrequent contact with their countrymen as with Norwegians.

Previous sections have shown that economy and business students find it harder than their peers to make friends with Norwegian students and feel that Norwegian students and staff show less interest in their country and culture. The survey results disclose that these students also find it harder to meet Norwegians outside the university/college than the average respondent. Moreover, they prefer to mix with people from their own culture to a larger extent than other respondents. Interestingly however, they do not consider Norway a less welcoming and tolerant society than the average respondent. Quite the contrary, students of economy and business are more geared towards increasing their chances to experience Norwegian culture and family life than the other respondents.

The fact that features associated with the respondents' academic position - such as student status, type of institution, and disciplinary affiliation – go together with the respondents' recreational contact with different social groups, indicate that patterns of social interaction from the university/college propagates to the students' leisure time. Statistical analyses confirm this. The respondents' frequency of contact with Norwegians in their leisure time is relatively strongly correlated with their frequency of interaction with Norwegian students in the classroom,⁴³ as well as with their frequency of academic discussions with Norwegian students outside the classroom.⁴⁴

Crossing the respondents' frequency of socialisation in their leisure time with their experience of writing assignments with different groups reveals a similar pattern. Those respondents who have written assignments with Norwegian students have more frequent contact with Norwegians in their spare time. Similarly, those who report to have written assignments with students from their own country also have more contact with their fellow citizens outside campus. And again, those who have written assignments with other international students have more contact with people from other countries.

Correspondingly, the respondents' frequency of interaction with different groups go together with acquaintances made during introduction week at their institution. Respondents who became acquainted with respectively Norwegian students, students from their home country

⁴³ Spearman's rho=.434, $p > 0.01$ (two tailed).

⁴⁴ Spearman's rho=.498, $p > 0.01$ (two tailed).

and other international students also report to have more frequently contact with these groups in their spare time. For the purpose of caring for the immediate needs of incoming international students, a separate buddy week may be good practice. For the purpose of facilitating a mixed international student environment, however, the practice of separate welcome events for international and domestic students seem counterproductive and should perhaps be questioned.

The above findings indicate that efforts by the HEIs to increase exchanges between international and domestic students are likely to bear fruits beyond campus life.

6.3.1 Accommodation

University residences and other forms of shared accommodation offer ample opportunities for social interaction and making friends. Many Norwegian universities guarantee student housing for their international students, and this is also apparent in the survey results. By far, most of the international students (69 percent) live in student residences provided by their institution. A quarter of the students (26 percent) rent accommodation in the private market and four percent live in an apartment or house owned by their family.

According to the survey, university students more often live in student residences than their peers in colleges, and fewer of them live alone. Higher real-estate prices in the university cities, improved availability of student housing, and more comprehensive institutional housing guarantees towards international students may be some of the factors driving these differences.

77 percent of the students in economy and business live in student housing, as opposed to 62 percent of the arts and humanities students. Correspondingly, twice as many students from the latter disciplines live in private housing than those in the former. Student houses are usually more affordable than private market alternatives. The fact that they are home to many economy students should come as no surprise.

Personal economy does indeed seem to matter for the respondents' choice of accommodation. Figure 6.9 is based on a crosstabulation of accommodation type and employment status. It shows that a plurality of the students residing in the private market have paid work, while the plurality of residents in university/college housing do not. This might elucidate some of the other findings in the survey. For instance, 19 percentage points more exchange students (73 percent) live in a university/college residence than degree students (54 percent), while eight percentage points more bachelor students than master students reside in student housing. Only 12 percent of the exchange students have paid work, whereas half of the degree students (52 percent) are employed. Similarly, 19 percent of the bachelor students have a paid job, while almost half of the master students (47 percent) do.

In terms of increasing the level of interaction between international and domestic students, does it matter where the international students live? Is it not more important with whom the international students reside? We will return to these questions shortly.

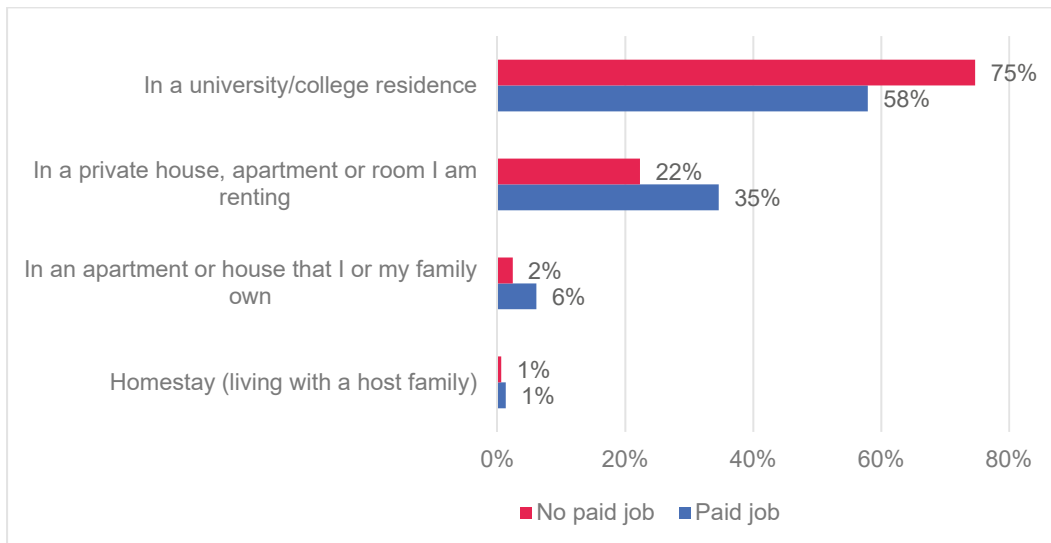


Figure 6.9 Percentage with and without a paid job in different types of housing (N=2 450)

Figure 6.10 portrays which groups the international students share accommodation with. The lion's share of respondents lives with someone from another country than their own (51 percent). An almost equally large segment of respondents resides with someone from Norway (41 percent), whereas 25 percent live with co-nationals, and 19 percent live alone. Exchange students, more often than degree students, live with someone else. 23 percent of degree students live alone as opposed to 14 percent of those on exchange stay.

As with the question regarding acquaintances made during introduction week, these items do not designate the number of individuals from each group. The number of possible housemate constellations is therefore high, and a frequency count of the respondents' household members may well have contradicted the pattern displayed in figure 6.10 extensively.

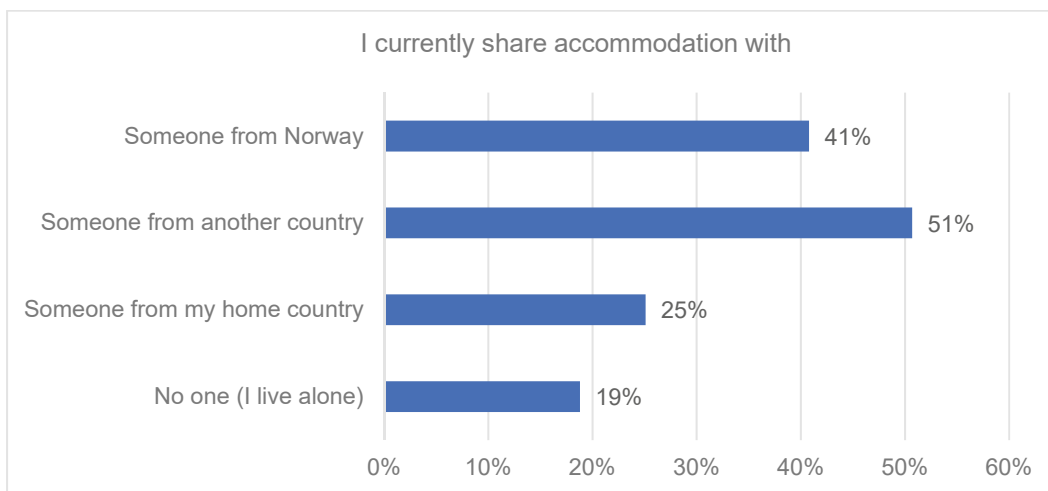


Figure 6.10 Percentage who share accommodation with different groups (N=2 475)

With whom the students live is moderately correlated with whom they socialize with in their leisure time.⁴⁵ 41 percent of those who live with Norwegians have daily contact with Norwegians in the leisure time, as opposed to 17 percent of those who do not live with Norwegians. It does seem undeniably plausible that most people who share accommodation speak regularly. Surprisingly however, 17 percent of those international students who live with Norwegians rarely or never have any contact with the citizens of their host country, including, we must assume, their house mates. In comparison, 33 percent of those who do *not* live with any Norwegians rarely or never have contact with Norwegians.

Does it matter who lives where, in terms of increasing the level of interaction between international and domestic students? Figure 6.11 shows which groups the respondents share accommodation with across the different types of housing. The share of Norwegian house mates is rather stable across accommodation types. So is the share of house mates from the respondents' home country, except in student residences, where the portion of compatriots is somewhat lower than in private housing. The most remarkable difference between the different housing alternatives is the share of respondents that report to live with people from other countries: 60 percent of those in university/college residences versus 34 percent in rented private housing. For the remaining accommodation types, the numbers are much lower.

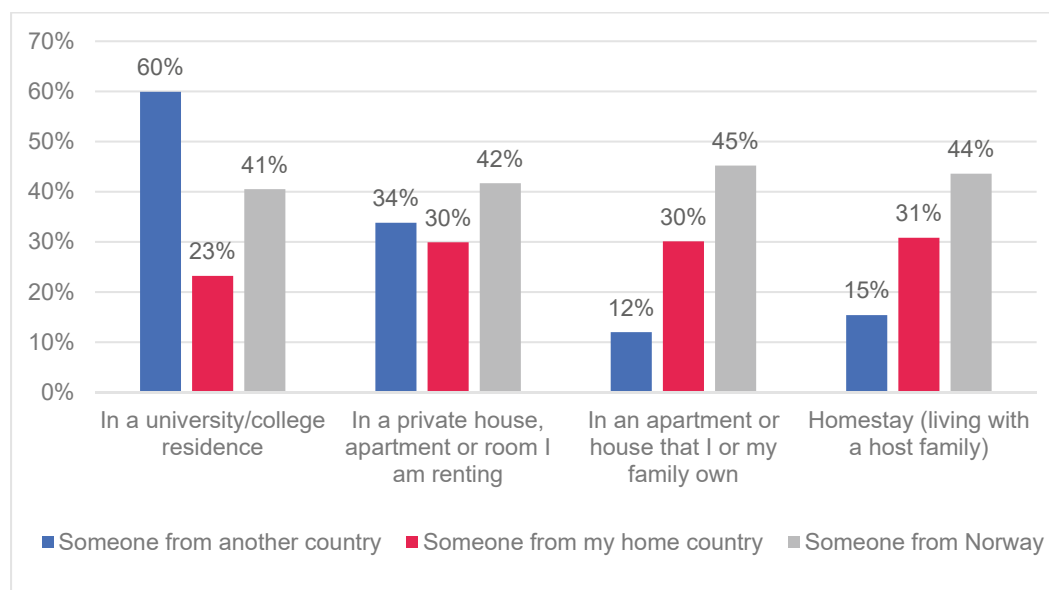


Figure 6.11 House mate groups per accommodation type (N=2 453)

A key difference between these housing alternatives is that students in university/college residences can usually not choose their house mates, unlike those residing in the private market. In fact, when the international students get to choose their flat mates (i.e. reside privately), the relative share of Norwegian cohabitants increases. This is a striking contrast to what happens in academic life when students are let to choose: Students' self-organisation of academic and social collaboration does not endorse intercultural exchange. It is nevertheless a finding worth making note of for the institutions, as board members of the student welfare organisations that own the student residences.

⁴⁵ Spearman's rho = -.268, p > 0.01 (two tailed).

6.3.2 Organised student activity participation

Norway has a long tradition for voluntary work and many Norwegians are active members of a voluntary organisation. The level of participation, as well as the time spent on volunteering, remains high compared to other countries. The organisations serve as social meeting places and “social glue” in many local communities, as well as at the universities and in student life. There is a myriad of student unions, societies for study programmes, social clubs for specific faculties, international student associations, and societies for the pursuit of hobbies and interests.

However, only a very small part of the international students participates in organised student activities in their spare time. The international student groups attract most international students; 25 percent of the survey population participate weekly or more often in such groups. One in five international students engage in study clubs or student union activities weekly or more often, but one in four international students rarely or never participate in any form of organised voluntary student activities. For the survey population as such, 86 percent participate in organised voluntary student activity monthly or more rarely. International students at the university colleges tend to be the most active in voluntary student organisations, but otherwise there is little difference between the different subsets of international students in this regard.

When it comes to mixing Norwegian and international students, the low levels of organisational affiliation among the latter group may not be too worrying; the participation in voluntary organisations is only weakly correlated with the students’ level of social contact with Norwegians.⁴⁶ Some of the organisations international students participate in cater solely to international students. The most apparent example is the label “international student group”. Participation in such organisations can thus not be expected to increase the respondents’ contact with Norwegians. The correlation increases slightly if we keep “international student group” out of the correlation, but the statistical association between participation in voluntary organisations and the level of social contact with Norwegians is still weak.⁴⁷

Contact with people from other countries is also somewhat positively correlated with organisational participation.⁴⁸ However, none of the above correlations are stronger than one may expect, given that participation in an organisation itself necessarily leads to increased interaction with others. The current survey can neither confirm nor refute the role of student organisations in the socialisation patterns of international students; for this purpose, more detailed data on the national versus international profile of the organisations they engage in is needed.

6.4 Summary

Norwegian institutions have come far in welcoming international students to their courses and campuses and accommodating their learning and social life. Nonetheless, findings in this chapter indicates that Norwegian institutions could do more with respect to endorsing exchanges between international and domestic students and to advance intercultural learning for their entire student population. Many of the international students in this study

⁴⁶ Spearman’s rho = .194, $p < 0.01$ (two-tailed)

⁴⁷ Spearman’s rho = .217, $p < 0.01$ (two-tailed)

⁴⁸ Spearman’s rho = .246, $p < 0.01$ (two-tailed)

have little or no contact with Norwegian students in and *outside* the classroom. The levels of contact in academic settings is largely reflected in social domains, and vice versa. 45 percent of the respondents seldom have contact with Norwegians in their leisure time.

The survey suggests that certain meeting places play an important role in bringing Norwegian and international students together, such as courses/classes, introduction weeks, and student residences. However, the findings also indicate that these arenas occasionally are organised in ways that separate rather than bring the groups together.

Low levels of contact with Norwegians is primarily a loss to the Norwegian students, and especially to those who do not take part of their education abroad. The survey shows that the international students do get an international experience in Norway insofar as they interact with other international students, but that not all of them will get a particularly *Norwegian* experience while here.

However, low levels of interaction between domestic and international students is not a distinctly Norwegian phenomenon. A vast body of empirical research has concluded that domestic students anywhere are largely uninterested in initiating contact with their international peers. The current survey does not leave this unchallenged. A plurality of respondents feel that Norwegian students and staff show interest in their country and culture. Moreover, most of the respondents find Norway to be a welcoming and tolerant society and would like to get more chances to experience Norwegian culture and family life.

Norwegian HEIs have the opportunity to meet these positive expectations and wishes. International students are resources readily available on most university or college campuses in Norway. The survey however suggests that large-scale intercultural interaction is unlikely to occur spontaneously, and that interventionist strategies would need to be introduced to promote more and better intercultural activities.

7 Overall impressions of studying in Norway

With the aim of understanding the students' experiences in Norway beyond the figures, two open-ended questions were included. These questions aim to elicit positive and negative experiences of being an exchange student in Norway, asking the students to write about, respectively, the most positive and the most negative part of their study experience in Norway. 3 749 students gave an answer about the most positive part of their study experience in Norway, while 3 665 students reflected on the most negative part of it.

7.1 Analysing replies to open-ended questions

To identify tendencies in the open-ended questions, we need a different approach compared to the preceding chapters in this report. All the answers to each question are treated as one group, regardless of the student's gender, institution, origin, etc. The object is simply to identify what has been identified as positive or negative aspects of the study experience in Norway. Inspired by data and text mining, we are using a corpus linguistic approach. All replies from the two questions are gathered in two separate texts – so-called corpora – the “positive” one consisting of 66 786 words and the “negative” one consisting of 72 765 words.

Two basic approaches were used to analyse the open-ended answers. First, an analysis of the corpora established that text sequences of four words, so-called fourgrams, were the best source for identifying recurrent themes in the open-ended answers.⁴⁹ Secondly, analysis of word frequencies and the appearance of key words in context was used as a supplement to this first approach.⁵⁰

Every four-word sequence – fourgram – that occurs more than five times in one of the corpora is examined. The fourgrams give insight into which themes are important for the students. To ensure that themes are not missed due to the fact that some frequent constructions may contain less than four words, the fourgrams are compared to word frequency lists from the corpora.⁵¹

The word frequency lists are words that semantically say something about the themes in the two texts. The fourgrams and the frequency of each word tells us how often they are used in the answers given to the two questions. Assuming that frequent fourgrams and words reflect what is important to a larger group of students, this approach gives us an indication of which themes the students are most concerned with, when it comes to their positive or negative

⁴⁹ To investigate these two texts, we are using NGram Analyzer to create n-grams that is a contiguous sequence of n words from the text. The NGram Analyzer was tested with n=2, 3, 4 and 5. The results from n=2 and 3 were too general while n=5 produced too few results. This led us to set n=4 for this study, i.e. we are using fourgrams. The fourgrams in the corpus are used to identify themes occurring in the open-ended answers. See <http://guidetodatamining.com/ngramAnalyzer/index.php>

⁵⁰ This was done using TextSTAT, a simple program for text analysis that produces word frequency lists and concordances from simple text files. If the fourgrams does not give enough context to identify the theme, we use TextSTAT to create KWIC concordances (Key Word In Context). TextSTAT is also used to create word frequency list for each text. See <http://neon.niederlandistik.fu-berlin.de/en/textstat/>

⁵¹ The two word frequency lists are examined with the main emphasis on nouns, adjectives and some verbs. High frequent words with low semantic value, like the, and, to, I, of, etc. are removed from the frequency lists. Words used in the two questions are evaluated to check if they are only included in the text as reformulations of the questions, many respondents tend to use the question as a starting point when they formulate their answers. Therefore, one should expect to find many replies opening with phrases such as “The most positive part of my study experience in Norway was ...”. After an examination of the occurrences of Norway and study in the two corpora, we decided to keep them in the word frequency list.

experiences of being an international student in Norway. Thus, fourgrams and words used by many students in their description of their study experience in Norway are more likely to represent what is a common opinion among the students.

7.2 Positive and negative aspects of being an international student in Norway

As one could expect, there is an overlap between the most frequent fourgrams and the most frequent words. It is important to keep in mind that these are word frequencies and not the number of respondents who have used the actual words in question, but refers to how often these words appear in the corpora.

7.2.1 Positive aspects

The answers about the most positive part of student experiences in Norway can be placed in five categories. The themes are sorted according to the number of fourgrams indicating them, hence the first theme is more likely to represent a larger group of students than the last theme.

Table 7.1 Themes and words in positive corpus

Theme	Fourgram frequency	Related words
Meet people	783	People, Student(s), International, Meeting, Friends, Norwegian, Different, Culture
Studies	143	Student(s), study, learning, environment, work, education
Comparison with home	111	Country, university
New country and culture	108	Norway, Norwegian, different, culture, country, environment
Personal development	16	Life, country, culture

The table demonstrates that there are big differences in the material. There are 783 fourgrams categorised in the first group *to meet people*,⁵² roughly five times more than the next theme. While the first four themes have more than a hundred occurrences, there are only 16 fourgrams addressing personal development.

The word frequencies for the twenty most used words in this corpus range from 768 for the most popular word (“people”) to 213 for number twenty on the list (“student”). “Student” appears in various forms, the total frequency for the forms “student” and “students” is 793.

Quotes from the material contribute to our understanding of the students’ experiences. When the students are given the liberty to express their impressions from their study experience in Norway, table 7.1 demonstrates that personal meetings is most frequently mentioned.

⁵² Due to the way we are identifying the fourgrams, there are some overlapping in the counting; hence the same mention of a theme could be counted several times.

'The most positive part of my study experience in Norway has been the opportunity to meet and work with other international students'.

Canadian exchange student

As the above quote and the related words indicate, these meetings may be with other international students, Norwegian students or both. But when mentioned, it is often about establishing friendships and experiencing a different culture.

Studies is another frequent theme in the students' answers.

'The availability of needed resources to make studies smooth'.

Ghanaian degree student

The studies may be mentioned in themselves or in comparison to the students' experiences from their home country.

'Meeting many amazing Norwegians, being able to study in a very new and modern university and attend courses that cannot be found in my home country'.

Latvian exchange student

It should not come as a surprise that the opportunity to get to know a new country is seen as positive together with the possibility to make friends from all over the world.

'The possibility of knowing a beautiful country and making friends from all over the world'.

Bolivian degree student

'The most positive part has been learning a completely new culture and being able to study at an academic level in that language. Meeting many international students and listening to new stories. The challenge of studying in a completely different culture and climate than the home country has been positive and life-changing for me in many aspects in a positive way'.

Albanian degree student

These quotes demonstrate the different perspectives inherent in the answers that represent the most recurrent themes in the answers to the question about the students most positive experiences during their studies in Norway. As is obvious, many of the answers include several of the identified themes in one.

7.2.2 Negative aspects

Table 7.2 shows us that answers about the most negative part of the study experience can be placed in seven categories. We note that even though the number of replies that form the basis for this corpus is comparable to the positive corpus and the size is slightly bigger, the frequencies are much lower for the most popular fourgrams. The frequencies ranges from 125 to six occurrences. There is thus a much larger degree of agreement about the positive aspects related to studies in Norway, than about the negative aspects.

The opposite is true when we look at word frequencies. "Norwegian" is the most popular word in this corpus, combined with the plural "norwegians" it occurs 1116 times. Table 7.2 also shows that the word "Norwegian" is often related to the theme "Difficulties getting to know people", indicating that these difficulties are often related to Norwegians in particular.

We observe that several of the themes from table 7.1 reappear in table 7.2, now with a negative value. Again, personal meetings are at the top of the list and again “comparison with home” is ranked number three. The bulk of the other issues on this list relate to life outside the studies – living costs, work, learning the language, residence permit.

Table 7.2 Themes and words in negative corpus

Theme	Fourgram frequency	Related words
Difficulties getting to know people	125	Norwegian, students, hard, difficult, friends
High costs of living	51	Norway, expensive, living, work, job
Comparison with home	50	University
Difficulties finding a job	44	Time (part time), hard, difficult, job, work
Hard to learn Norwegian	8	Language
Missing home	6	friends
Obtaining study permit	6	Norway, study (study permit)

It is worth noting that issues related to meeting people is at the top of both the positive and negative aspects for international students when they write about their study experiences in Norway. This indicates two things: firstly, such meetings are a key part of the study experience for international students, and, secondly, such meetings are not always easy.

Table 7.2 indicates that the difficulties related to getting to know people is often related to Norwegians.

‘I have found it hard to make friends with Norwegians as many of my classes and my living accommodations is mostly international students. When I am in a class with more Norwegian students, it is hard to meet people as I am not fluent in Norwegian’.

US exchange student

‘The interaction with the locals. Coming from an Asian country I have recognized that Norwegian students might not be concerned by our current presence in their country but overall if somebody suggests that they intend to stay in Norway the attitude has turned negative towards them by the Norwegians’.

Pakistani degree student

Given the fact that Norway is widely considered a high cost country, the number of references to this fact is perhaps even lower than expected. On the other hand, the frequency might reflect that the students already expected Norway to be expensive before they arrived.

‘Probably the cost of living here. It is considerably higher than I had initially thought it to be, and it turns out I’m not very good at budgeting, which doesn’t help much’.

British exchange student

While most themes relate to aspects outside the studies, the comparisons with the situation at home correlate with words that refer to the education.

'Also I understand the flexibility of the teaching style as something Norwegian institutions pride, but it's so different from my university back home that I've felt lost and far behind many of my peers simply because even the education seems foreign to me'.

US exchange student

Part time work is important for many international students, so it is no surprise that challenges related to finding a job appears in this material.

'Can't speak Norwegian, making it really hard to find a job here'.

Chinese degree student

When the students do not understand Norwegian, this may make it hard to find a job, but it may also be a problem for their ability to follow their courses.

'Ok seriously? How much they want us to pay for the Norwegian language course at the university. Most of my friends took the course and they improved so much and I am so jealous, but I can literally not afford to learn the language and I think that's stupid because I could actually get a JOB if I knew Norwegian. I try to teach myself and practice with friends and read books, but it's very hard and I want to attend the real course more than anything. Sometimes my courses give reading in Norwegian and it makes me so sad I can't do my course work just because my personal savings are limited!'

Dutch degree student

Moving to another country may be exotic and exiting, but it can also be a lonely experience, also for international students who have arrived from Norway's neighbouring country.

'I miss all of my friends and family at home. I feel like I left my whole social life behind me'.

Swedish degree student

Obtaining the official documents needed to stay and study in Norway is known to pose challenges for students from outside the EU/EEA area. These quotes show that it afflicts both the study experience itself and the prospects for a future in Norway.

'As a music student with aspirations to work as a freelance artist after graduating, there is essentially no hope for me to get a working visa to stay in Norway. The immigration laws, though surely practical for some fields of employment, are incredibly restricting and limiting for students who work in artistic fields'.

Canadian degree student

'I had to deal with visa problems from the UDI although, in the end, I managed to prove that everything was okay with my documentation, for me that period has been stressful and took a lot of my energy and attention from studies'.

Albanian degree student

Course and *courses* are also frequently used in this corpus without being placed under one of the themes identified by the study of fourgrams. Closer investigation shows that the use of these words is related to complaints on the type of existing courses, the lack of Norwegian courses and the teaching or the professors. *Weather* is another a highly frequent word in this corpus, indicating – to no great surprise – that the weather in Norway is also reported as one of the most negative part of the study experience in Norway.

7.3 Summary

This analysis of the students' own descriptions of their study related experiences in Norway – positive and negative – adds to our understanding of what is important to them and how they rate Norwegian education.

Personal meetings are by far the most important for the students. Mostly, these meetings are positive, but they simultaneously figure as the most frequently mentioned negative aspect among the students. This paradox indicates that the students give much importance to such meetings, and that it subsequently becomes a negative experience when the meetings do not go as they had hoped. Furthermore, it is important to note that many students experience difficulties with getting to know Norwegians.

While many of the experiences mentioned by the students are related to issues surrounding the studies themselves, two of the most frequently mentioned positive themes are directly related to their studies, both studies as such and studies in Norway as compared to experiences from the home country. This observation of the students' evaluation of Norwegian higher education supports the findings from earlier chapters in this report.

Concluding remarks

This report shows us that international students rate the quality of Norwegian higher education highly. In addition, it tells us something about which aspects of Norwegian higher education they appreciate. The international students in Norway are far from a homogenous group. There is a divide between exchange and degree students, overlapping with a number of other factors. Many of these differences are acknowledged in the Norwegian higher education sector. Yet, there is a need for further understanding of what these differences mean for the students' experiences with Norwegian higher education and their contribution to its quality.

Some of the sub-groups among the international students stand out with experiences that moderate some of the positive findings in this report. Such input should be taken seriously both as ideas on ways to improve the quality of Norwegian higher education and as an inspiration for the work to attract and accommodate future international students.

Some of this input is difficult to address for the Norwegian institutions, since it relates to general conditions of arriving in and living in Norway. In such cases there might still be room for a certain degree of expectation management. Our findings indicate that some of the students could have been better prepared for the challenges posed by the bureaucratic processes related to settling in Norway. This need for expectation management also relates to the academic experience. Some features of Norwegian higher education that are normally considered to be strengths, come as surprises to many of the international students. Thus, more could be done to prepare them for the academic part of their study experience in Norway.

We want international students at Norwegian HEIs because they add valuable perspectives that Norwegian students would otherwise not have been exposed to. Our report shows that a majority of the international students are ambitious and hard-working. Their presence has the potential of contributing to the relevance and quality of Norwegian higher education in a globalised world. For this to happen, there needs to be an academic and social interaction between Norwegian and international students. Such interaction requires a planned approach. Courses/classes, introduction weeks, and student residences play an important role in bringing the students together. Unfortunately, these meeting places are occasionally organised in ways that separate rather than bring the groups together.

Low levels of contact between the two groups is primarily a loss to the Norwegian students, and especially to those who do not go abroad themselves during their studies. This report shows that the international students do get an international experience in Norway through contact with each other, but that not all of them will get a particularly *Norwegian* experience.

Language of instruction has been a key issue in the efforts to make Norwegian higher education more international over the last two decades. Along the way, questions have been raised about the quality of the English-language teaching at Norwegian institutions. Seen in this perspective, English-language instruction is a success story for internationalisation. The findings in this report indicate that when Norwegian institutions deliver such programmes, they are able to do so in a very satisfactory way.

The increase in English-language programmes is, however, not an uncontroversial matter. First, this tendency provokes a tension with the wish to maintain and develop Norwegian as

an academic language. Secondly, there is the fear that international students following English-language programmes become isolated from the rest of the student community at campus. And, thirdly, if at some point Norwegian authorities should want to encourage the students to remain in Norway upon graduation, their chances in the Norwegian labour market may be lower if they have completed their studies in English only.⁵³

Norway is an attractive country to study and work in for international students, and most of the students who would like to stay on are motivated by the perspectives of a job. These are highly skilled workers that could make a significant contribution to Norway's economy. In a European context, there is an increasing interest in international students as future contributors to the national work force. These are developments that form the context for international student mobility, and that Norwegian authorities should follow.

Norway lacks a commonly accepted definition of the concept international student and consequently also lacks exact knowledge of the number of international students in the country. This is particularly evident when it comes to degree students, and it is a clear disadvantage in the efforts to establish, implement and evaluate national policies in the field. Diku sees a need for Norwegian authorities to establish a commonly agreed upon definition of international students and explore the possibility of establishing a registry of such students.

⁵³ EMN, 2019.

Appendix

This appendix describes the procedures of data collection and analysis for the sixth survey among international students in Norway conducted by Diku.

Population and sampling

24 Norwegian institutions of higher education were invited to participate in the survey. This selection included the largest public and private institutions, as well as some of the smaller institutions. All 24 institutions accepted the invitation. The participating institutions are listed in table I in this appendix.

The initial target population for the survey was students registered with a foreign citizenship at the participating institutions. The institutions provided Diku with the contact information for this population, in total 15 209 individuals. PhD students were not included, only students at the bachelor and master level.

The further selection of students for the survey was done by way of the initial question of the questionnaire, where the students were asked whether they came to Norway to study or already lived in the country when they submitted their application for higher education. See chapter 2 for a more comprehensive account of the universe of international students in Norway, as well as the population of this survey, and response rate.

Questionnaire

The questionnaire is made up of 50 items, some of which are complex batteries with multiple sub-questions. The items range from simple yes-no questions to Likert scale evaluations. Some of the questions have been routed to make sure that follow-up questions are relevant for the respondents. The full questionnaire is available at www.diku.no.

The questions are organised in thematical chapters: background, information sources, motivation and preconditions, satisfaction with teaching and academic counselling, contact with working life, workload, study environment, social environment, well-being, overall impressions and future plans. The current questionnaire is based on the questionnaires used in the 2014 and 2016 surveys of international students but has been subject to thorough revision. These revisions are anchored in previous survey findings and needs for new data pertaining to changes in context and political priorities.

The first item in the questionnaire is the only mandatory question in the survey. This is a screening question that helps to single out the primary target group for the survey (international students who came to Norway to study). Based on their responses to this question, respondents who are not regarded as international students in Norway have been acknowledged for their participation and sent out of the questionnaire.

For five questions the answer alternatives have been randomized. These questions are number 12, 17, 24, 39 and 47. All randomizations are independent from another. Questions 19, 20 and 32 make use of validation to ensure that the respondents' answers are submitted as numbers within a pre-defined interval.

Two of the questions are open-ended and another six questions include an open text box for specifications, in case the respondents did not find their preferred answer among the listed alternatives. The remaining questions are closed.

Testing and programming

The data collection was conducted by the Norwegian analysis company ideas2evidence on behalf of Diku. ideas2evidence programmed and administered the survey through the web-based software Conformat. The survey was adapted for use both on stationary computers and handheld devices such as tablets and mobile phones.

The survey went through small-N pilot testing before the data collection, as well as extensive testing by ideas2evidence and Diku during the development phase. The test pilots were ten international students in Norway recruited in cooperation with International Students' Union of Norway (ISU) and Erasmus Student Network (ESN). The pilot group consisted of 50/50 exchange and degree students, both male and female, from different institutions. The assessments made by the pilots were overall positive and no major technical or substantial revisions were deemed necessary.

Data collection

The survey was launched on 19 March 2019 and was kept open until 25 April, the end of Easter holidays. It was distributed to the respondents by email, as a clickable link to a web-based questionnaire. Each respondent received a unique URL that led to the questionnaire.

For most respondents we had access to both private and institutional email addresses. The address data base was cleaned and verified by ideas2evidence prior to the data collection. The first invitation to participate in the survey was sent to the respondents' institutional email addresses. Three reminders were sent during the subsequent weeks. The first two reminders were sent to the students' private email addresses, and the final one to both the institutional and private email.

To motivate the students to participate, all those who completed the questionnaire were in the draw of ten universal gift cards á 1 000 Norwegian kroner. Diku also collaborated with the participating institutions to keep the target group well informed about the survey and to motivate the invitees to participate.

The survey was conducted in accordance with the Norwegian Personal Data Act and the General Data Protection Regulation. The students were asked to give their consent to the use of their responses before entering the survey, as well as to give permission to use register data from the institutions on age, gender, citizenship, student type, academic level, field of study, institution and year of admission.

Participating institutions

Table I displays the recoding of the 24 participating institutions into broader institution types based on the three categories of institutional accreditation that exists in Norway.⁵⁴ The largest of these, the university category, has been further divided between institutions accredited as universities before ("old universities") and after ("new universities") the year 2000.

⁵⁴ NOKUT, 2019, "Accredited institutions," <https://www.nokut.no/en/surveys-and-databases/accredited-institutions/>

Table I: Participating institutions divided by category

Old Universities	New Universities	Specialised University Colleges	University Colleges ⁵⁵
University of Oslo	Nord University	The Oslo School of Architecture and Design	Inland Norway University of Applied Sciences
University of Bergen	Norwegian University of Life Sciences	BI – Norwegian Business School	Volda University College
The Norwegian University of Science and Technology	OsloMet – Oslo Metropolitan University	MF Norwegian School of Theology, Religion and Society	Østfold University College
UiT – The Arctic University of Norway	University of Agder	Molde University College – Specialized University in Logistics	Western Norway University of Applied Sciences
	University of Stavanger	Oslo National Academy of the Arts	NLA Høgskolen
	University of South-Eastern Norway	NHH Norwegian School of Economics	
		The Norwegian School of Sport Sciences	
		Norwegian Academy of Music	
		VID Specialized University	

⁵⁵ NOKUT uses the term «Universities Colleges/Universities of Applied Sciences», we have shortened it for the sake of simplicity.



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ORIENTERING OM RESULTATENE FRA STUDIEBAROMETERET 2019

Saksbehandler Merete Ræstad
Arkivreferanse 17/02085-52

Utvalg
Utdanningsutvalget

Møtedato
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Forslag til vedtak:

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Bakgrunn:

Resultatene fra Studiebarometeret 2019 ble offentliggjort 29. januar.
De viktigste resultatene med noen historiske data vil bli presentert i møtet.

Resultatene finner dere her <http://www.studiebarometeret.no/no>

AACSB - ORIENTERING OM ISER3

Saksbehandler Merete Ræstad
Arkivreferanse 19/02328-3

Utvalg	Møtedato	Utvalgsnr
Utdanningsutvalget	20.02.2020	5/20

Forslag til vedtak:

Saken tas til orientering

Bakgrunn:

Som ledd i prosessen fram mot en AACSB-akkreditering har NHH på møtetidspunktet for Utdanningsutvalget levert sin tredje selvevalueringsrapport, iSER3. Denne gangen ble rapporten oversendt vår kontaktperson hos AACSB for gjennomlesning på forhånd slik at vi kunne korrigere og eventuelt supplere.

Behandlingen av rapporten skjer i april, og vi får deretter ganske raskt vite om vi har fått den godkjent eller ikke. En mer detaljert tilbakemelding ventes i mai/juni.

En godkjenning av iSER3 betyr at vi kan fortsette prosessen mot en endelig akkreditering slik vi har gjort, og vi kan sikte oss inn mot en endelig akkreditering våren 2022. Får vi den underkjent blir prosessen fram mot endelig akkreditering en god del lengre.

I møtet vil prorektor orienter om de tilbakemeldingene vi fikk fra forhåndsgjennomgangen, og prosessen videre.

Rapporten (uten vedlegg) vil bli ettersendt så snart den er klar.

Denne behandlingen '5/20 Prorektor orienterer 1/20' har ingen saksframlegg.